DOCUMENT RESUME

ED 054 579 EC 033 228

TITLE Dyslexia: Exceptional Child Bibliography Series.

INSTITUTION Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

PUB DATE Feb 71

NOTE 20p.

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS *Annotated Bibliographies; *Bibliographies; *Dyslexia; *Exceptional Child Education; *Reading Difficulty; Remedial Reading; Teaching Methods

ABSTRACT

Contained in the annotated bibliography are 84 references to texts, journal articles, research reports, and teaching or program guides concerning dyslexia. The bibliography is one in a series of over 50 similar listings on handicapped and gifted children. Such topics as identification and educational diagnosis, research on dyslexia, lateral dominance and other neurological considerations, perception, reading difficulty, reading skills, remedial reading, and teaching methods are covered. For each of the references, which were selected from Exceptional Child Education Abstracts, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Author and subject indexes are provided. (KW)

ED 054579

DYSLEXIA

A Selective Bibliography

February 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

EC 033 888

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The abstracts in this bibliography have been retrieved, on a selective basis, from the computer stored information of the CEC Information Center. Abstracts were selected from the Center's complete holdings on this topic as of the date indicated.

How to Read the Abstract

Each abstract contains three sections—bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

For documents available from their publishers, information on price and address is included in the abstract.

Many documents may be purchased in microfiche (a 4" x 6" microfilm card containing up to 70 pages of information) and/or hard copy (readable size photo reproduced pages) reproduction from the ERIC Document Reproduction Service. For example, "EDRS mf" indicates the document may be purchased in microfiche reproduction and "EDRS mf, hc" indicates the document may be purchased in both microfiche and hard copy reproduction.

Microfiche reproductions may be obtained for $.65 per document. To determine purchase prices for hard copy reproductions, consult the table below.

To order document reproductions, provide the ED number of the desired document, the number of copies being ordered, and the type of reproduction desired (microfiche or hard copy). Payment must accompany orders totaling less than $10. Book rate or library rate postage is included in the prices indicated. The difference between book rate or library rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

Orders should be sent to:
ERIC Document Reproduction Service
P.O. Drawer O
Bethesda, Maryland 20014

No. of Pages	Cost of Hard Copy	No. of Pages	Cost of Hard Copy
1- 100	$ 3.29	501- 600	$19.74
101- 200	$ 6.58	601- 700	$23.03
201- 300	$ 9.87	701- 800	$26.32
301- 400	$13.16	801- 900	$29.61
401- 500	$16.45	901-1,000	$32.90

For documents over 1,000 pages in length, add $3.29 for each additional 1-100 page increment.

ABSTRACTS

ABSTRACT 10250

EC 01 0250 ED 018 049
Publ. Date 67
Ellingson, Careth
The Shadow Children, a Book about Children's Learning Disorders.
EDRS not available

Descriptors: exceptional child education; learning disabilities; reading; tests; teaching methods; children; minimally brain injured; case studies (education); reading difficulty; reading failure; behavior; clinical diagnosis; educational objectives; remedial instruction; special programs; neurologically handicapped; dyslexia; perceptually handicapped; family background; intelligence tests; diagnostic tests; directories

Intended for parents and classroom teachers, the book translates the often technical professional literature which already exists concerning children with learning disorders. Dyslexia (the lack of ability or inability to read) is discussed, and two case studies are provided. Minimal brain dysfunction and the range of its terminology and symptoms are also treated. Information on testing and teaching includes checklists and sample visual materials. Also given are a glossary of 24 items, a suggested reading list of 64 items, a list of 27 references, and a 148-page directory (organized by states) of private and public agencies which provide testing, diagnosis, and special education services for children with learning disabilities. For each facility, address, directory, diagnostic facilities, testing facilities, educational facilities, and special requirements are stated. This document is available from Topaz Books, Five North Wabash Avenue, Chicago, Illinois 60602, for $6.50. (DF)

ABSTRACT 10414

EC 01 0414 ED 014 174
Publ. Date 64
Critchley, Macdonald
Developmental Dyslexia.
EDRS not available

Descriptors: exceptional child education; learning disabilities; reading; dyslexia; reading difficulty; adolescents; adults; children; incidence; neurology; teaching techniques; visual perception; etiology; vocabulary; clinical diagnosis; medical evaluation; educational diagnosis

Dyslexia is defined as a form of verbal amnesia in which the patient has lost the memory of the conventional meaning of graphic symbols. Developmental dyslexia has long been the subject of professional disputes in medicine, education, and psychology. The book traces the growth of knowledge about dyslexia and describes conflicting ideas as to nature and causation. A chapter tracing history and terminology is followed by chapters dealing with clinical manifestations (developmental dyslexia as a constitutional, genetically determined phenomenon), diagnosis, ophthalmological aspects, neurological aspects, and genetic properties. Estimating the size of the problem is difficult because dyslexics are sometimes lost in the general population of poor readers. The problem (estimated in different parts of the world from 5 percent to 25 percent of school children) is considered great enough to merit special educational attention. Final chapters deal with psychiatric reactions of the dyslexic, cerebral immaturity as a possible causative factor, and educational implications. In the author's opinion, the dyslexic, properly motivated, will benefit from intensive training in a special education setting. A bibliography of 377 items is included. This document was published by Charles C Thomas, Publisher, Springfield, Illinois, and is available for $5.50. (JB)

ABSTRACT 10480

EC 01 0480 ED 014 176
Publ. Date 29 Apr 66 33p.
Barsch, Ray H.; Bryant, N. Dale
The Education of Children with Learning Disabilities (Rutgers, The State University, New Brunswick, New Jersey, April 29, 1966).
Rutgers Univ., New Brunswick, N. J.
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; remedial instruction; special classes; dyslexia; psychoeducational processes; children; diagnostic teaching; educational improvement; learning theories; perceptual development; teaching methods; clinical diagnosis; educational programs; classification

Papers by two speakers are presented, together with brief bibliographies (totaling 15 items) of their recent articles. A Perspective on Learning Disabilities and the Concept of Movement Efficiency by Barsch, surveys the problem of classifying children in educational programs and suggests that classes for special learning disabilities be part time units which prepare the children for return to other classes. The child's disability depends on the child, the task, and the learning situation. An experimental classroom in Madison is described. In the Role of the Clinical Educator in the Diagnosis and Treatment of Learning Disorders, Bryant discusses three major areas of knowledge crucial to diagnosis and treatment of learning disabilities--(1) knowing the multitude of component steps necessary for learning any skill, (2) understanding the nature of the disability, and (3) using learning principles to avoid or overcome handicaps by progressing toward each learning goal. The dyslexic child is used as an example of learning disability. Guiding principles include--starting with the most basic element with which the child has trouble, making the steps small enough (90 percent correct responses), and avoiding negative learning and confusion. The child should make noticeable improvement at every lesson. Overlearning and reviews will help keep retention high. This document is available from the New Jersey Association for Brain Injured Children, 61 Lincoln Street, East Orange, New Jersey 07017. (JA)

ABSTRACT 10505

EC 01 0505 ED 021 352
Publ. Date 07 Jul 67 347p.
Johnson, Doris J.; Myklebust, Helmer R.
Learning Disabilities; Educational Principles and Practices.
EDRS not available
Grune and Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($9.75).

Descriptors: exceptional child education; learning disabilities; teaching methods; minimally brain injured; perceptually handicapped; neurologically handicapped; dyslexia; remedial instruction; arithmetic; nonverbal learning; written language; auditory perception; visual perception; educational planning; learning; educational principles

Intended for teachers, educators, and specialists who are interested in the problems of learning disabilities, the text presents principles and practices necessary in the clinical teaching approach to children with learning disabilities. Areas considered include learning disabilities in general, the brain and learning, and special education and learning disabilities. Also treated are nonverbal disorders of learning and disorders of auditory language, reading, written language, and arithmetic. Implications and outlook are discussed. Approximately half of the 74 illustrations are teaching aids and half are examples of children's drawings or writings which show the effects of various learning disabilities. A reference list cites 186 items. (LE)

ABSTRACT 10515

EC 01 0515 ED 023 212
Publ. Date 29 Mar 68 127p.
Rawson, Margaret B.
Developmental Language Disability: Adult Accomplishments of Dyslexic Boys. Hood College Monograph Series, Number 2.
EDRS not available
The Johns Hopkins Press, Baltimore, Maryland 21218 ($5.50).

Descriptors: exceptional child research; learning disabilities; achievement; identification; family (sociological unit); gifted; heredity; dyslexia; underachievers; learning readiness; learning experience; intelligence; reading achievement; achievement rating; vocational followup; professional occupations; followup studies; spelling; perceptual motor coordination

A longitudinal study was made of 56 boys, a highly homogeneous group from 44 families. All had attended a regular private elementary school for at least 3 years between 1930 and 1937. All were placed in three groups according to their

performance on a language learning facility scale. The lowest 20 were rated as dyslexic, with specific developmental language disability. The followup study was done in 1964 and 1965. The subjects ranged from 26 to 40 years of age, with a mean of 33.4. All had completed secondary school; 48 had earned their baccalaureate degrees; and three were still undergraduates. Mean numbers of college years completed were 5.451 (high group), 5.69 (medium group), and 4.02 (low group). All were employed and classified by Warne's Scale in Social Class in America, and the low group had the highest rating with nine in the first class, nine in the second, and one each in the fourth and fifth classes of the five classes. Twenty boys in the low group (IQ range 94 to 153) were matched with one from the other two groups (IQ range 111 to 185) by achievement in education, age, type of college, socioeconomic status, and occupation. The difference between the mean IQ's favored 14 nondyslexic and five dyslexic boys (p less than .001). (SN)

ABSTRACT 10521

EC 01 0521 ED 023 216
Publ. Date 68 91p.
Edgington, Ruth; and Others
Helping Children with Reading Disability.
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($1.00).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; instructional materials; eye hand coordination; phonics; auditory training; writing; spelling; kinesthetic perception; dyslexia; instructional aids

Intended for parents helping their children with reading disabilities, the book describes specific activities in eight areas. The eight areas include general suggestions for the study period, hand and eye coordination activities, phonics training, ear training, reading, relaxation activities, muscle memory, writing, and spelling. Thirteen approaches to and methods of teaching are specified. The appendix lists instructional materials, including commercial work- and textbooks and programs, as well as other materials. Twenty-seven aids are also illustrated. (LE)

ABSTRACT 10542

EC 01 0542 ED 023 237
Publ. Date 21 Jun 68 384p.
Natchez, Gladys, Ed.
Children with Reading Problems; Classic and Contemporary Issues in Reading Disability. Selected Readings.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 ($8.95).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; identification; resource materials; research reviews (publications); learning theories; personality theories; motivation; neurological handicaps; dyslexia; socioeconomic influences; clinical diagnosis; psychoeducational processes; reading skills; etiology

Intended for the student and teacher, primary source material is presented on theories and research relating to reading disability. Conflicting concepts of human development are discussed in the overview. Emotional, neurophysiological, and cultural factors involved in causation are evaluated in 18 papers, diagnostic considerations in eight, and treatment in the classroom and of children with severe reading disability in 15 papers. Twenty-six tables, 18 figures, and references are included; a 26-item bibliography is provided. (LE)

ABSTRACT 10606

EC 01 0606 ED N.A.
Publ. Date 30 Nov 67 4p.
Schmitt, Earl P.
Some Considerations Regarding Dyslexia, Vision and Optometry.
EDRS not available
Optometric Weekly; V58 N48 P17-20 Nov 30 1967

Descriptors: exceptional child research; learning disabilities; visually handicapped; reading; dyslexia; optometrists; visual perception; reading difficulty; research reviews (publications)

Research on the relationship between optometry and the problems of the poor reader or dyslexic child is discussed, and studies of the influence of vision on school performance are described. Also covered are estimates of the prevalence of school children with reading difficulties; the refractive status of poor readers; the effect of anisametiopia on reading performance; reading failure and visual anomalies; and dyslexia as a primary or secondary factor in emotional disturbance. Twenty-five references are given. (SN)

ABSTRACT 10669

EC 01 0669 ED N.A.
Publ. Date 66 423p.
Money, John, Ed.; Schiffman, Gilbert, Ed.
The Disabled Reader; Education of the Dyslexic Child.
EDRS not available
The Johns Hopkins Press, Baltimore, Maryland 21218 ($8.50).

Descriptors: exceptional child education; learning disabilities; teaching methods; reading; reading ability; remedial instruction; remedial programs; dyslexia; perceptually handicapped; lateral dominance; language handicaps; initial teaching alphabet; linguistics; phonics; morphophonemics; kinesthetic methods; spelling; behavior theories; experimental psychology; perceptual motor coordination; case studies (education)

Twenty-two papers consider theories of reading disability and various teaching methods. Disorders of spelling, linguistics, developmental factors in reading and writing backwardness, reading as operant behavior, experimental psychology of learning to read, the epidemiology of reading retardation and a program for preventive intervention, and learning and not learning to read are discussed. Teaching methods presented as alternatives to the whole word method are the Orton-Gillingham approach, tracing and kinesthetic techniques, the Initial Teaching Alphabet, the morphologico-algebraic approach, the color phonics system, and the progressive choice reading method; mature content for immature skills and program administration in a school system are included. Case histories illustrate space-form deficit, directional rotation and poor finger localization, conceptual idiosyncrasy, phonemic-graphemic matching defect, arrested literacy, and the developmental Gerstmann syndrome. A critique on teaching reading is presented. A glossary, a bibliography, and a selected bibliography of tests are included. (LE)

ABSTRACT 10954

EC 01 0954 ED N.A.
Publ. Date 67 13p.
Bannatyne, Alex
The Etiology of Dyslexia and the Color Phonics System.
Illinois University, Urbana, Institute for Research On Exceptional Children
EDRS not available
The Association for Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).
Paper Published in International Approach to Learning Disabilities of Children and Youth, Third Annual International Conference (Tulsa, Oklahoma, March 5, 1966), Pages 67-79.

Descriptors: exceptional child education; reading; learning disabilities; dyslexia; etiology; conference reports; taxonomy; communication (thought transfer); neurological defects; memory; lateral dominance; emotional problems; parent child relationship; heredity; genetics; testing; neurological organization

Dyslexia is classified by cause and type: primary emotional (communicative causes), minimal neurological dysfunction, genetic dyslexia, and social, cultural, or educational deprivation. The first three species of dyslexia are further divided into subspecies, with most attention paid to genetic dyslexia, its background, the problem of dominance, and lateralization. Neurological plasticity and memory are discussed; research evidence is reviewed from four studies. The color phonics system is mentioned. (JD)

ABSTRACT 10955

EC 01 0955 ED N.A.
Publ. Date 67 18p.
Money, John
The Laws of Constancy and Learning to Read.
Johns Hopkins University and Hospital, Baltimore, Maryland
National Institute of Child Health and Human Development (DHEW), Bethesda, Maryland;

Public Health Service (DHEW), Washington, D. C., Bureau of State Services
EDRS not available
The Association for Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).
Paper Published in International Approach to Learning Disabilities of Children and Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 80-97.

Descriptors: exceptional child education; learning disabilities; perception; reading; neurologically handicapped; perceptually handicapped; dyslexia; heredity; anomalies; cerebral dominance; conference reports; Turners Syndrome

The process involved in reading disability and a specific type of learning disability are discussed. The laws of object, directional, and form constancy are explained, and the problems of mixed dominance (left-right discrimination) and hemispheric dominance for language are considered. Intersensory transfer is also discussed. Turner's Syndrome (occurring in girls who have 45 chromosomes and an X chromosome missing as the result of a genetic accident) is next presented. Research showing partial spaceform blindness, difficulties with directional sense, and relatively low nonverbal IQ is reviewed, and the finding that the girls were not dyslexic is considered. (DF)

ABSTRACT 10957

EC 01 0957 ED N.A.
Publ. Date 67 19p.
McLeod, John
Psychological and Psycholinguistic Aspects of Severe Reading Disability in Children; Some Experimental Studies.
Queensland University, Australia, Remedial Education Centre
EDRS not available
The Association for Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).
Paper Published in International Approach to Learning Disabilities of Children and Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 186-205.

Descriptors: exceptional child research; learning disabilities; reading; perception; identification; dyslexia; visual perception; reading tests; primary grades; conference reports; redundancy; psycholinguistics; auditory perception; testing; test validity; Dyslexia Schedule

The concept of redundancy in language (oral and written) and the development of the new science of psycholinguistics is presented as background material for a discussion of the identification and remediation of dyslexia. A tachistoscopic presentation of printed letter sequences of three different orders of approximation to English was given to a group of 23 dyslexic children (equivalent to Grade 1 in the United States) in Grade 2 in Brisbane, Australia, and a normal control group (randomly selected). The control group was significantly superior at all three levels of approximation (p equals .001). Additional studies found no difference in discrimination (Wepman Test of word pairs) between the dyslexic children and the superior scoring controls. Results indicated that failure to read in children with dyslexia is due to failure to process redundant visual linguistic signals. Implications for further study of remediation techniques are given; a screening test, the Dyslexia Schedule, which was developed to discriminate between dyslexic children and others is described; and studies on spelling ability, vowel and consonant substitutions, and articulation are mentioned. An appendix contains the Dyslexia Schedule discriminating items. (DF)

ABSTRACT 10987

EC 01 0987 ED N.A.
Publ. Date Jun 67 10p.
Friedman, Nathan
Fixation Stress; A Cause of Retarded Reading.
American Optometric Association, St. Louis, Missouri
EDRS not available
Journal of the American Optometric Association; V38 N6 P463-72 Jun 1967

Descriptors: exceptional child research; learning disabilities; e fixations; visually handicapped; sensory training; tracking; behavior change; dyslexia; reading improvement; stereopsis; eye movements; space orientation; visual acuity; retarded readers; remedial programs; experimental programs; audiovisual instruction

Specific visual fixation training was given to boys with reading difficulty and average or above intelligence. Fourteen severely retarded readers below seventh grade showed an average advance in reading of 2.3 years over a testing period of 6 months while seventeen boys in grades 7 through 9 averaged 1.7 years advance in reading. An analysis of object, space, and moving fixation showed that all but one of the 14 boys below grade 7 had severe stress in at least two of these areas and that of the 17 boys in grades 7 through 9, nine had severe stress in all three fixation areas, five in two areas, and three in one area. Their fatigue, headaches, reversal, and blurring of images were eased with the visual training and classroom behavior improved. The conclusion was that a definite relationship exists between fixation and reading. The visual fixation training techniques are described. (LE)

ABSTRACT 11011

EC 01 1011 ED N.A.
Publ. Date 66 13p.
Schiffman, Gilbert; Clemmens, Raymond L.
Observations on Children with Severe Reading Problems.
Maryland State Department of Education, Baltimore;
Maryland University, Baltimore, University Hospital
EDRS not available
Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
Chapter in Learning Disorders, Volume 2, Pages 297-310.

Descriptors: exceptional child research; learning disabilities; reading; perception; achievement; reading achievement; dyslexia; perceptual motor learning; remedial reading; developmental reading; reading difficulty; elementary school students; secondary school students; reading instruction; reading level; reading research; special classes; multisensory learning; visual discrimination; followup studies

Elementary and secondary students with near average or better intelligence who had severe reading retardation with problems in word recognition were divided into developmental reading, corrective reading, and remedial reading groups and were treated during the 1961-62 school year. Developmental reading instruction was carried out in regular classrooms, corrective reading in small groups and special classes, and remedial reading as a clinical program with multisensory specialized techniques for difficulties with visual associations. The elementary remedial group made significantly (p equals .01) greater improvement than its other two divisions at the close of the 1-year instructional program and the 1-year follow-up period. While the secondary remedial group scored significantly better (p equals .01) at the end of the instructional program, there was no difference among the three secondary divisions at the end of the follow-up year. A commentary on six ratios and maturational factors in learning problems is included. (DF)

ABSTRACT 11263

EC 01 1263 ED N.A.
Publ. Date 65 282p.
A Profile...The EH Child...And His Needs.
Contra Costa County Department of Education, Pleasant Hill, California
EDRS not available
Contra Costa Department of Education, 75 Santa Barbara Road, Pleasant Hill, California 94523.

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; neurologically handicapped; hyperactivity; perception; language arts; perceptual motor coordination; language development; mathematical concepts; mental retardation; neurological development; emotionally disturbed; epilepsy; dyslexia

The educationally handicapped child and his needs are discussed. Lectures treat mental retardation, function and malfunction of the nervous system, epilepsy, the education of the hyperactive child, perception, visual motor coordination and teaching materials, training perception, sensory motor training, special help in specific areas, and dyslexia. Student committee reports consider methods and materials encouraging the sequential development of quantitative concepts;

eight authorities on visual perception and fine motor coordination; methods and materials for teaching reading, spelling, and writing; teaching methods and techniques for auditory perception and language development; and gross motor development materials and teaching and evaluation methods. An additional report discusses psychological services for emotionally handicapped children. The appendixes provide a diagnostic test to be administered by teachers to discover potential learning difficulties of children and outline the regulations relating special education programs for emotionally handicapped minors; a general bibliography cites 101 items. (LE)

ABSTRACT 11384

EC 01 1384 ED N.A.
Publ. Date 11 Oct 68 175p.
Smith, Bert Kruger
Your Nonlearning Child: His World of Upside Down.
EDRS not available
Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($4.95).

Descriptors: exceptional child services; perception; learning disabilities; educational needs; minimally brain injured; dyslexia; aphasia; neurologically handicapped; clinical diagnosis; clinics; self concept; case studies (education); family problems; educational programs; educational planning; child rearing; special schools; educational legislation; student teacher relationship; parent child relationship

Directed to teachers, volunteers, and parents working with the unlearning child, the text describes the child with specific learning disabilities in terms of perception, thought development, language, and symptoms. The damaged child's view of himself as a failure is discussed; case histories are provided; causes stated; and parent and teacher views of the child are presented. Guidelines for parents are provided which describe a study period, discipline, and independence training; guidelines for teachers describe sources of help including the Houston Speech and Hearing Center, the Institute for Language Disorders in Evanston, Illinois, the Pathway School in Morristown, Pennsylvania, and the Menninger Foundation in Topeka, Kansas. The responsibility for these children is examined in light of legislative programs, recommendations from Associations for Children with Learning Disabilities, the Bureau of Education for the Handicapped, current research, and activities and information sources. (LE)

ABSTRACT 11586

EC 01 1586 ED N.A.
Publ. Date Aug 67 8p.
Swanson, William L.
Strephosymbolia--What Can We Do About It?
Los Angeles County Optometric Association, California, Committee on Visual Problems of Children And Youth
EDRS not available
Journal of the American Optometric Association; V38 N8 P646-53 Aug 1967

Descriptors: exceptional child services; learning disabilities; perceptually handicapped; dyslexia; visually handicapped; perceptual motor coordination; visual perception; clinical diagnosis; auditory visual tests; perception tests; stereopsis; vision tests; eye fixations; tactual visual tests; visual acuity; eye hand coordination; eye movements; motor development; lateral dominance; Strephosymbolia

Clinical diagnosis of strephosymbolia, or vision and perception disabilities, is described with mention of tests used, studies, and case histories. Visual analysis and retinoscopy are discussed and use of a pen light or dangled bell to test for rotations or near point of convergence noted. Particular cards from the Keystone Visual Skills Test and Progress of Fusion Test are detailed for diagnosing difficulties in fusion, stereopsis, fusional reserves (duction tests), suppression, accomodative flexibility and amplitude, visual acuity, and the controlling eye. The Leavell Hand-Eye Coordination Test is used for testing dominancy and the visual imagery reaction. Other tests described are the Gray Oral Reading Test; the Spache Test for gross suppression of either eye in the reading act; the Murroughs Phonovisual Test for determing the integration of auditory visual areas; the Winter Haven Perceptual Forms Test for visual motor development; flashing digits at a tenth of a second for testing speed and span of perception; use of the Herr or Dolch test for vocabulary; hopping on one foot, crawling, and posture used in writing for determining gross motor ability; and the Keystone Card AN3 Stereoscopic Starr Pattern for testing hand-eye coordination. (LE)

ABSTRACT 11588

EC 01 1588 ED N.A.
Publ. Date 62 222p.
Money, John, Ed.
Reading Disability; Progress and Research Needs in Dyslexia.
Johns Hopkins Medical Institutions, Baltimore, Maryland
Association for the Aid of Crippled Children, New York, New York
EDRS not available
Johns Hopkins Press, Baltimore, Maryland 21218 ($6.00).

Descriptors: exceptional child education; learning disabilities; reading; identification; dyslexia; neurologically handicapped; aurally handicapped; visually handicapped; speech handicapped; reading difficulty; cerebral dominance; perceptual motor learning; discrimination learning; integration readiness; reading readiness; nucleation; concept formation; reading diagnosis; reading achievement; emotional maladjustment

Reading disability is the concern of these symposium papers. The introduction summarizes the major directions of the conference. The phenomenology of dyslexia is described, illustrated with writing and drawing samples from dyslexic children. Recognition and treatment of dyslexia within the educational sphere is examined through a presentation of characteristics of these students and data from an experiment studying the effectiveness of differing modes of therapy. Another paper provides an example of a population study of reading achievement and contrasts it with the clinical study method to suggest that both methodologies be used in a complementary fashion. Psychiatric considerations are recognized and this discipline is related to others dealing with dyslexia. Several papers review the pertinent literature to explain the anatomy of acquired reading disorders and to examine the relationships of dyslexia to form perception and directional sense, to cerebral dominance, and to language acquisition and concept formation. One paper utilizes a quantitative approach to research in word blindness while another studies the theoretical considerations underlying the research into the maturation of visual function. There is a discussion concerning some of the possible relations between dyslexia and clinical methods and findings applicable to hearing and speech problems. The final paper investigates the influence of dysfunctions in the nervous system on dyslexia. (IM)

ABSTRACT 11591

EC 01 1591 ED N.A.
Publ. Date 66 12p.
Drake, Charles; Schnall, Melvyn
Decoding Problems in Reading: Research and Implications.
Fryeburg Academy Reading Research Institute, Maine
EDRS not available
City of New York Board of Education, Bureau of Child Guidance, 116 W. 32nd Street, New York, New York 10001.
Reprint From Pathways in Child Guidance.

Descriptors: exceptional child research; learning disabilities; dyslexia; reading; achievement; psycholinguistics; cognitive processes; reading ability; remedial reading; summer programs; remedial reading programs; music; intelligence level; learning characteristics; reading processes

Decoding problems in reading were studied in children attending a summer institute for retarded readers. On the average, the children were 2.2 grade levels behind their actual school grade on the Gray Oral Reading Test and had an IQ of 110 6. Control subjects, who were children attending nearby camps, were 0.4 grade levels above their actual grade on the Gray test. The Gates Basic Reading Test and music ability tests were administered and studied along with intelligence subtest patterns. The reading problem children showed difficulties in handling closely related tasks simultaneously and in reproducing interior details within a more general configuration. They were also found to have difficulty in automatization (performing simple, repetitive tasks rapidly and accurately), perhaps as a result of nervous system fatigue. Research was cited relating decoding problems to weak automatization. The Institute's remedial program, which

is described, was found to result in average increases in decoding ability of 1.6 grades as measured by the Gray test and was judged successful. (JD)

ABSTRACT 11796

EC 01 1796 ED N.A.
Publ. Date Sep 69 7p.
O'Donnell, Patrick A.; Eisenson, Jon
Delacato Training for Reading Achievement and Visual-Motor Integration.
EDRS not available
Journal of Learning Disabilities; V2 N9 P441-7 Sep 1969

Descriptors: exceptional child research; dyslexia; perceptual motor coordination; reading achievement; learning disabilities; age differences; lateral dominance; Delacato Method

To determine the effects of a motor training program on the reading achievement and visual-motor integration of disabled readers with crossed or uncertain lateral expression, 38 subjects (ages 7 to 10) were given Delacato recommended training or a modification of this training while a control group engaged in physical education. In general, the experimental groups did not make significantly greater gains in reading achievement or visual-motor integration. Young pupils did, however, tend to show greater gains than older pupils. Suggestions are made for future research. (Author/RJ)

ABSTRACT 11799

EC 01 1799 ED N.A.
Publ. Date Sep 69 6p.
Golden, Nancy E.; Steiner, Sharon R.
Auditory and Visual Functions in Good and Poor Readers.
EDRS not available
Journal of Learning Disabilities; V2 N9 P476-81 Sept 1969

Descriptors: exceptional child research; reading difficulty; auditory perception; visual perception; dyslexia; identification; testing

This study investigates the relationship between specific auditory and visual functions and reading performance. Pairs of second graders matched as good and poor readers on the basis of MA, IQ, and CQ were tested with several subtests from the revised ITPA and the Monroe Visualization Test. The findings seem to suggest that poor readers were lacking primarily in auditory functions rather than visual. (Author)

ABSTRACT 11870

EC 01 1870 ED N.A.
Publ. Date 64 258p.
Roswell, Florence; Natchez, Gladys
Reading Disability; Diagnosis and Treatment.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York 10016 ($5.50).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; dyslexia; reading instruction; reading improvement; instructional materials, reading materials; reading comprehension; reading skills; word recognition; vocabulary development; remedial reading; psychotherapy; case studies (education); educational diagnosis; etiology; identification; underachievers

The causes, diagnosis, and treatment of reading disability are examined; the nature of reading disability is defined; and the diverse characteristics of students with reading disability are considered. A multidisciplinary approach to treatment is advanced, and the varied causes and their interfunctioning are analyzed. Diagnosis is approached from two angles: the contributions and means of investigation of both the teacher and the psychologist. Aspects of treatment described include psychotherapeutic principles as applied to remedial reading instruction, the major methods of teaching word recognition, and the application of its techniques within a group or individual setting. Basic components and remedial methods connected with developing comprehension, study skills, and vocabulary are also explained. The scope of the discussion is extended by applying principles to pupils of widely differing ages and stages of achievement and describing remedial techniques for older pupils with severe reading disability as well as methods for helping the bright high school student who is not achieving up to capacity. Case histories illustrating various facets of the problem are presented. The appendixes offer representative tests; listings of selected books by grade level; descriptions of games, devices, and workbooks; and word lists. (JM)

ABSTRACT 11963

EC 01 1963 ED 030 997
Publ. Date 22 Jul 67 83p.
Robbins, Richard C. and Others
A Model Exemplary Clinic for Learning Disabilities; A Project of Title III, ESEA.
Riverside Unified School District, California
EDRS mf
Riverside Unified School District, Riverside, California 92502.

Descriptors: exceptional child research; program evaluation; dyslexia; teaching methods; learning disabilities; auditory training; motor development; school visitation; behavior rating scales; remedial reading; academic achievement; student evaluation; student attitudes; retarded readers; testing; inservice teacher education; remedial programs; visual perception; Riverside; California

To demonstrate creative methods and materials for the remediation of severe learning disabilities, to help children with these difficulties, and to train professional personnel, six teachers working in teams of two taught seven remedial classes with a maximum of 12 students using a program designed to remediate deficiencies in the auditory, aural, visual and motor areas. They taught basic reading skills to functional non-readers in grades 3 through 5; and focused on reading skills with less remediation of perceptual-motor deficiencies in two elementary classes and three secondary classes. Two 10-week in-service courses presented the theory and methods of remediation. Visitors and participants answered questionnaires and indicated that their involvement with the Learning Center was valuable; all classes but one made progress at the .05 level of significance in all areas of reading and spelling; and structured teacher ratings showed few changes in student attitudes and behavior. Informal comments of teachers and aides, parent questionnaire responses, and student interviews, however, indicated positive changes in the students' attitudes toward school and learning. An outline of the instructional methods and materials is included. (LE)

ABSTRACT 11979

EC 01 1979 ED 031 012
Publ. Date 10 Oct 68 19p.
Gold, Lawrence
Approach to Diagnosis and Treatment of Pupils with Developmental Dyslexia.
Learning Center, Binghamton, New York;
Broome County School District, New York;
Tioga County School District, New York
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
Paper Presented at Annual Conference of School Psychologists of Upper New York State (Binghamton, New York, October 10, 1968).

Descriptors: exceptional child education; learning disabilities; identification; dyslexia; teaching methods; program planning; clinical diagnosis; tutoring; student characteristics; interdisciplinary approach; individual instruction; language skills; reading centers; reading difficulty; supplementary educational centers; remedial reading programs; tutorial programs; program evaluation

A history of the growing interest and knowledge concerning dyslexia is provided to clarify theoretical models, while the operational model is described in terms of admission criteria, instruction, diagnostic and evaluative techniques, role of interdisciplinary staff, and pupil characteristics. Methods, materials, and approach of the instructional program, and instruments used for program evaluation are presented. (RD)

ABSTRACT 11984

EC 01 1984 ED N.A.
Publ. Date 24 Dec 68 296p.
Dechant, Emerald
Diagnosis and Remediation of Reading Disability.
EDRS not available
Parker Publishing Company, Inc., Village Square Building, West Nyack, New York 10994 ($8.95).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; instructional materials: dyslexia; reading difficulty; testing; remedial reading, clinical diagnosis; instructional materials; identification; prevention;

remedial reading programs; reading instruction; program planning; individualized instruction

Intended for the classroom teacher, the text presents methods for preventing, diagnosing, and remediating reading problems. Areas considered include identification of the difficulty, diagnostic testing, investigation of causes, and organization and implementation of remediation. A survey of reading methods is provided, along with a discussion of meeting the individual needs of children whose reading problems are compounded by other handicapping conditions. Various remedial procedures are described; guidelines are offered and materials listed in the areas of skill improvement materials, audiovisual materials, mechanical devices, and professional books. Information is appended regarding the following: tests of intelligence and reading readiness as well as reading survey, diagnostic reading, and oral reading tests; the role of the reading specialist; and 43 test and 231 book publishers. (LE)

ABSTRACT 20062

EC 02 0062 ED N.A.
Publ. Date 66 26p.
Neurological Organization in the Classroom.
California Association for Neurologically Handicapped Children, Santa Ana, Orange County Chapter
EDRS not available
California Association for Neurologically Handicapped Children, Orange County Chapter, P. O. Box 1592, Santa Ana, California 92720.

Descriptors: exceptional child education; learning disabilities; reading; neurologically handicapped; clinical diagnosis; remedial programs; kindergarten children; eye movements; neurological organization; evaluation methods; perception tests; cerebral dominance; teaching methods; dyslexia; visual perception; lateral dominance; Doman Delacato Method

The relationship between brain development and functioning is considered, along with the reading process. Techniques for evaluating functional neural development of mid-brain, cortex, and cortical hemispheric dominance are presented; and a remedial program involving movement and visual training are provided for each of these three areas. A kindergarten program of neurological organization, six Doman and/or Delacato books, two teaching films, and the Keystone Telebinocular and Stereoreader are suggested for use. (LE)

ABSTRACT 20133

EC 02 0133 ED N.A.
Publ. Date 67 27p.
McLeod, John
Some Psycholinguistic Correlates of Reading Disability in Young Children.
EDRS not available
Reading Research Quarterly; V2 N3 P5-31 Spr 1967

Descriptors: exceptional child research; learning disabilities; reading; dyslexia; psycholinguistics; auditory discrimination; visual discrimination; verbal ability; speech skills

Three experiments compared the ability of 23 second grade children who were disabled readers with the ability of a control group to reproduce tachistoscopically presented letter sequences and to discriminate and reproduce vocally auditorily presented words. Both the letter sequences and the context of the words were of varying approximations to English. The reading disability group was significantly and consistently inferior in reproducing the visually presented letter sequences of the zero-, first-, and second-order approximations to printed English; their dificiency was independent of the order of approximation. They were also significantly inferior in vocally reproducing auditorily presented words which had been preceded by contexts of first- and third-order approximations to spoken English, although less inferior when the stimulus words were preceded by the more redundant English context. In addition, the reading disability group was significantly inferior in discriminating between two monosyllabic words which differed in only a single phoneme, but did not differ in the ability to vocally reproduce isolated monosyllabic words. (LE)

ABSTRACT 20240

EC 02 0240 ED N.A.
Publ. Date Apr 69 310p.
Strang, Ruth
Diagnostic Teaching of Reading.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; reading; teaching methods; reading diagnosis; remedial reading; reading tests; interviews; case studies (education); reading instruction; diagnostic tests; classroom observation techniques; reading skills; diagnostic teaching; evaluation methods; learning disabilities; teacher role; oral reading; reading interests; dyslexia

Designed for a first course in the diagnosis of reading difficulties or for a major part of a comprehensive course in the teaching of reading, the text clarifies diagnostic theory, develops applications, and suggests specific ways to carry out the procedures described. Specific examples and cases illustrate the use of various diagnostic and remedial procedures at both elementary and secondary school levels. Excerpts from recorded interviews form the basis of a study of interview techniques. Discussions of group methods include the role of the teacher in diagnosis, observation in the classroom, oral reading as a diagnostic technique, introspective-retrospective reports, ascertaining interests, and the contribution of tests. Individual methods featured are physical factors in reading diagnosis, reading tests administered individually, indicators of reading potential, interview techniques, projective methods, and interpretation, synthesis, and treatment. Each chapter includes references and suggested readings. (LE)

ABSTRACT 20249

EC 02 0249 ED N.A.
Publ. Date Jan 67 564p.
Bond, Guy L.; Tinker, Miles A.
Reading Difficulties: Their Diagnosis and Correction.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($7.50).

Descriptors: exceptional child education; reading; reading instruction; reading diagnosis; remedial instruction; learning disabilities; dyslexia; individual differences; teaching methods; individualized instruction; etiology; physical fitness; adjustment (to environment); diagnostic tests; reading tests; word recognition; reading comprehension; reading speed; case studies (education); reading difficulties

The principles of reading instruction and the nature and causes of reading difficulties are discussed, and the diagnosis of reading difficulties is described in terms of general principles, analysis, and specific approaches. Remedial treatment techniques considered are basic principles, development of comprehension abilities, correcting word-recognition difficulties, treating orientation problems, overcoming specific defects, and improving reading for content and comprehension. Also treated are special reading problems. Appendixes list reading tests, teaching and remedial reading resources, monographs, pamphlets, conference reports, selected sources of graded book lists, sources of materials, and bibliographies of literature. (KN)

ABSTRACT 20373

EC 02 0373 ED N.A.
Publ. Date Spr 69 11p.
Mulligan, William
A Study of Dyslexia and Delinquency.
EDRS not available
Academic Therapy Quarterly; V4 N3 P177-87 Spr 1969

Descriptors: exceptional child research; delinquency; dyslexia; perceptually handicapped; etiology; student evaluation; educational needs; learning disabilities; individual characteristics

A survey of 60 juvenile delinquents clearly indicated that most (80%) were reading below grade level. Dyslexia may have been a contributing factor in their delinquency. The article discusses the causes and symptoms of dyslexia followed by procedures. When a child is referred to the Sonoma County (California) Probation Department, a report is obtained from the school, and a medical history is obtained. If the case warrants further investigation, a recently developed screening test is administered; if problems are noted, parents are advised that learning difficulty is suspected, and further examination is recommended. A

significantly large number of children who may have learning disabilities are being found in preliminary screening of children referred for delinquent tendencies. Four of 23 subjects reading below level were diagnosed as dyslexic while 19 had symptoms in common. At the present time, the schools do not have adequate funds to provide these children with needed educational services, although such school services would cost less than later rehabilitation in institutions after more delinquent behavior. (LE)

ABSTRACT 20390

EC 02 0390 ED N.A.
Publ. Date Oct 69 2p.
Connolly, Christopher
The Psychosocial Adjustment of Children with Dyslexia.
EDRS not available
Exceptional Children; V36 N2 P126-7 Oct 1969

Descriptors: exceptional child research; dyslexia; adjustment (to environment); learning disabilities; emotional adjustment; behavior patterns

Twenty dyslexic children and 20 nondyslexic children were administered three projective tests. Analysis of the data produced no discernible pathological behavior syndrome associated with the dyslexics. Personality traits that were found to be associated with dyslexic subjects were impulsiveness in tense situations, unwillingness to accept blame or responsibility for their actions, and immaturity. (RJ)

ABSTRACT 20407

EC 02 0407 ED N.A.
Publ. Date Apr 67 260p.
Wilson, Robert M.
Diagnostic and Remedial Reading for Classroom and Clinic.
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 ($5.95).

Descriptors: exceptional child education; teaching methods; reading; identification; student characteristics; educational diagnosis; clinical diagnosis; remedial reading; reading comprehension; vocabulary; parent role; special programs; instructional materials; specialists; dyslexia; teacher role; testing; administrator responsibility; learning disabilities

Providing a communication link between the classroom teacher and the reading therapist, the text provides guidelines and specific, tested methods which will give success and satisfaction to the problem reader. Chapters deal with the following topics: characteristic traits and reactions of problem readers; basic, noneducational, and educational diagnosis; principles of remediation and remedial techniques for orientation, vocabulary, and comprehension difficulties; evaluation in remedial reading; parents' role in diagnosis, remediation, and prevention; and professional responsibilities and programs. Suggested readings are listed at the close of each chapter. Appended charts describe 38 diagnostic instruments and 59 remedial materials and provide addresses of publishers of instructional materials. (JD)

ABSTRACT 20471

EC 02 0471 ED N.A.
Publ. Date 69 151p.
Spache, George D., Ed.
Reading Disability and Perception, Volume 13, Part 3.
International Reading Association, Newark, Delaware
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, New Jersey 19711.
Proceedings of the Annual Convention of the International Reading Association (13th, Boston, Massachusetts, April 24-27, 1968).

Descriptors: exceptional child research; learning disabilities; reading; perception; identification; dyslexia; reading difficulty; clinical diagnosis; visual perception; perceptual motor coordination; perceptual motor learning; remedial reading programs; remedial instruction; research reviews (publications); reading failure; reading difficulty; lateral dominance; neurologically handicapped; psychoeducational processes

Included are three papers on interpretations of dyslexia, six papers on the identification of dyslexics, two discussions of the role of visual perception, three approaches to the treatment of dyslexia, three methods of improving perception, and a satirical forecast of diagnosis and remediation of dyslexia in 1980. (AB)

ABSTRACT 20650

EC 02 0650 ED N.A.
Publ. Date 67 35p.
Robinson, Helen M. and Others
Physiology and Psychology of Reading.
EDRS not available
Reading Research Quarterly; V2 N2 P22-56 Win 1966-67

Descriptors: exceptional child research; learning disabilities; reading; learning; sex differences; language ability; visual perception; auditory perception; vocabulary; reading difficulty; personality; reading interests; readability; research reviews (publications); dyslexia; intelligence

Areas of research reviewed are physiology and psychology of reading (two studies), sex differences (two), intellectual abilities and reading (nine), modes of learning (five), experiments in learning related to reading (nine), visual perception and reading (six), auditory perception (three), and reading and language abilities (11). Also surveyed are six studies on vocabulary, three on laterality and reading, 10 on other factors related to reading, 14 on factors related to reading disability, 16 concerning personality and reading, five on reading interests, four dealing with factors in interpretation, and 15 on readability and legibility. (RJ)

ABSTRACT 20691

EC 02 0691 ED N.A.
Publ. Date Aug 69 349p.
Pitman, Sir James; St. John, John
Alphabets and Reading; The Initial Teaching Alphabet.
EDRS not available
Pitman Publishing Corporation, 6 East 43rd Street, New York, New York 10017 ($10.00).

Descriptors: exceptional child education; initial teaching alphabet; reading; dyslexia; reading processes; reading failure; spelling; language patterns; alphabets; research reviews (publications); teacher attitudes; remedial instruction; research needs; teaching methods

An interpretation of the psychological, linguistic, and conceptual processes involved in communication precedes discussions of the following: an analysis of teaching methods, an investigation of the shortcomings of the Roman alphabet and English spelling, and an exploration of the numerous teaching and reformed alphabets. The structure of the Initial Teaching Alphabet (i.t.a), its employment in teaching, a summary of the main i.t.a. research findings, and descriptions of teachers' experiences in using i.t.a. with remedial classes, the educationally retarded, and the partially sighted and deaf are discussed. The final chapter introduces world i.t.a. as a method of acquiring English as a second language. Appendixes include analyses of irregular spellings, comparative tables of reformed alphabets, a summary of the growth of i.t.a. in the United States, and a bibliography. (KN)

ABSTRACT 20694

EC 02 0694 ED N.A.
Publ. Date Oct 69 6p.
Jones, Joyce
Dyslexia: Identification and Remediation in a Public School Setting.
EDRS not available
Journal of Learning Disabilities; V2 N10 P533-8 Oct 1969

Descriptors: exceptional child research; dyslexia; remedial programs; individualized instruction; reading improvement; nonprofessional personnel; testing; reading achievement; learning disabilities

A Title III grant made possible a 3-year experimental program to determine if children with the specific reading disability, dyslexia, could be remediated by the use of a structural-linguistic procedure taught through a multisensory approach. This remedial procedure was taught on a one-to-one basis of instruction through the use of para-educational personnel under close supervision in a regular public school setting. During the years of the program 78 students attended the full day Perceptual Development Center Program and 545 students participated in an hour-a-day reading program. Test-retest data revealed that students receiving this specialized training improved in reading skills and retained this gain or further improved after dismissal from the program. (Author)

ABSTRACT 20709

EC 02 0709 ED N.A.
Publ. Date 66 345p.
Gillingham, Anna; Stillman, Bessie W.
Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship.
EDRS not available
Educators Publishing Service, Inc., 301 Vassar Street, Cambridge, Massachusetts 02139.

Descriptors: exceptional child education; learning disabilities; language arts; reading; teaching methods; teaching guides; dyslexia; spelling; perceptually handicapped; handwriting; writing; dictionaries; case histories (education); phonics; phonetics; remedial instruction; auditory perception; visual perception

The challenge of specific disabilities is presented in case histories of nine children with reversals in visual or auditory memory of words or other material. After factors affecting student performance in remedial work are considered, equipment and materials are listed. The following areas are detailed: reading and spelling with phonetic words; words phonetic for reading but not for spelling; remedial training for upper grade and high school pupils; acquiring familiarity with sound symbols; expressing ideas in writing; certain spelling situations crystallized into rules; spelling generalizations based on phonics; handwriting; and dictionary technique. The appendix illustrates 27 drills. (DF)

ABSTRACT 20714

EC 02 0714 ED N.A.
Publ. Date 67 174p.
Cohn, Stella M.; Cohn, Jack
Teaching the Retarded Reader; A Guide for Teachers, Reading Specialists, and Supervisors.
EDRS not available
The Odyssey Press, Inc., 55 Fifth Avenue, New York, New York 10003.

Descriptors: exceptional child education; learning disabilities; remedial reading programs; dyslexia; professional personnel; instructional materials; identification; reading diagnosis; reading clinics; teacher role; teaching methods; recordkeeping; reading consultants; remedial teachers; program evaluation; program planning; interdisciplinary approach

A description of the retarded reader and considerations for an effective remedial program are provided; diagnosis, a reading clinic plan, the remedial teacher and the reading consultant are discussed; and evaluation of a special reading program is explained. Illustrations include a suggested plan for a reading clinic, photographs of materials, five professional personnel job analyses, and 20 forms. Appendixes provide a summary of statistics, professional bibliography, lists of books for four instructional levels, and examples of teacher-prepared materials. (LE)

ABSTRACT 20721

EC 02 0721 ED N.A.
Publ. Date 68 99p.
Arena, John I., Ed.
Building Spelling Skills in Dyslexic Children.
EDRS not available
Academic Therapy Publications, 1539 4th Street, San Raphael, California 94901 ($2.95).

Descriptors: exceptional child education; learning disabilities; spelling instruction; dyslexia; teaching methods; parent teacher conferences; visual discrimination; sensory training; diagnostic teaching; remedial instruction; visual perception; educational games; lingusitics; kinesthetic perception; handwriting; phonics; phonemes; initial teaching alphabet

Remedial approaches to spelling deficiencies specifically geared for the learning disabled are presented both in new articles and from some of the best articles of the Fall 1967 issue of Academic Therapy Quarterly. They were compiled with emphasis on creative methods and materials which utilize sensory modalities. Two unusual methods (writing, self-dictating method centered around a tape recorder and a non-visual technique involving sensory tracing) are explained. Other articles deal with discussions on spelling tests with suggestions for specific tests to use in a formal diagnostic evaluation, a technique for developing form constancy with suggestions for classroom games, characteristics and needs of a learning disabled child, a suggestion for an intermediate stage between motor-perceptual-visualization training and spelling competency, and criteria to be applied in judging improvement in spelling. A technique to determine auditory abilities as a method to develop visual-aural competencies, a discussion on the theory and practices of the i.t.a. and spelling, suggestions for diagnosis and remediation of spelling disabilities, and a technique which utilizes the sensory approach to spelling are detailed. Other articles present a discussion of the visual skill of spelling, a method for teaching spelling in a splash of color, an integrational approach to spelling, suggestions for nonconventional ways of administering and scoring spelling tests, a definition of the linguistic approach, a device to help teach memory for design, shapes and forms, a discussion of developmental teaching, suggestions for associative memory for spelling, remediation techniques for individual letter reversal reductions, a discussion of a technique of using three-dimensional texture for letter acquisition, ideas on auditory fusion and word forms as spelling techniques, and suggestions for time charts for poor spellers. Interspersed with the main articles are short creative ideas for possible classroom implementation. (WW)

ABSTRACT 20770

EC 02 0770 ED N.A.
Publ. Date Sum 69 6p.
Heckelman, R. G.
A Neurological-Impress Method of Remedial-Reading Instruction.
EDRS not available
Academic Therapy Quarterly; V4 N4 P277-82 Sum 1969

Descriptors: exceptional child research; teaching methods; learning disabilities; remedial reading programs; oral reading; reading instruction; imitation; teacher role; dyslexia

The neurological-impress method, first attempted in 1952, is a system of unison reading whereby the student and the teacher read aloud, simultaneously, at a rapid rate. The disabled reader and the teacher hold the book jointly, and the teacher uses her finger as a locator. No attention is called to accompanying pictures or content of the story. In a study using 24 disabled readers from seventh to tenth grade, students worked with instructors for 15 minutes daily for 6 weeks. The mean gain in reading comprehension was 1.9 grade levels. Although not all students gained substantially, the gains were significant at the .001 level. It appeared that the phonics-bound condition of the reading process of many students was broken, allowing more fluent reading. It is suggested that this method of teaching reading is probably one of the most direct and fundamental systems. (LE)

ABSTRACT 20827

EC 02 0827 ED 032 693
Publ. Date 28 Aug 69 195p.
Ashlock, Patrick
Teaching Reading to Individuals with Learning Difficulties.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.75).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading instruction; teaching methods; instructional materials; historical reviews; tests; perception tests; intelligence tests; reading tests; educational therapy; remedial reading; administration; program planning; bibliographies

Intended to encompass individuals in need of special treatment, teachers, and areas of knowledge relevant to either or both groups, the text discusses the following subjects: the nature of reading; the nature of learning difficulties; the development of reading instruction in the United States; the development of instruction for children with learning difficulties in the United States; and educational therapy for persons with reading problems. Also considered are instructional approaches and materials for the reading disabled and the organization, implementation, and administration of reading programs. Sources of professional information for teachers of those with reading difficulties and a list of publishers' addresses are included. Wineva M. Grzynkowicz and Richard L. Dervin author three chapters. (RJ)

ABSTRACT 20831

EC 02 0831 ED 032 698
Publ. Date 69 81p.
Smith, Carl B. and Others

Treating Reading Disabilities: The Specialist's Role.
Indiana University, Bloomington
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; reading; remedial reading; reading difficulty; educational diagnosis; testing; reading tests; instructional materials; remedial teachers; tutoring; reading programs; personnel needs; classrooms; student evaluation; inservice teacher education; individualized instruction

One of four books directed to reading specialists, the text provides information on methods for identifying problems that can be efficiently treated in a remedial reading group and on methods for handling these problems. Consideration is given to the scope of the problem and to three categories of disabilities. Levels of diagnosis, types of tests, environmental factors, and the use of tests are discussed. Also discussed are the following: selection of children, remedial classes, special equipment, and guidelines for effective programs; the role of the reading coordinator, tutoring, small group instruction, reteaching reading, a saturation program, junior high classes, working with parents, and full use of equipment; and the establishment of a remedial program, the extent of need, the establishment of objectives, personnel needs, the creation of facilities, purchase of material, schedules of treatment, regular evaluation, reports of results, and inservice programs. Appendixes include diagnostic and correctional procedures for specific reading skills and methods for individualizing instruction. (WW)

ABSTRACT 20860

EC 02 0860 ED 028 556
Publ. Date 13 Dec 68 86p.
Simpson, Dorothy M.
Learning to Learn. The Slow Learner Series.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($1.50).

Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; perception; psychomotor skills; reading; perceptual motor coordination; instructional materials; eye movements; testing; sensory integration; reading readiness; visual discrimination; evaluation techniques; visual perception; lateral dominance

The author gives an account of her early teaching experiences, her awareness that many children did not learn to read, her early investigations of readiness, and her conclusions that difficulty in numbers, copying, or tracing were closely related to reading disability. The importance of visual perception, eye motility, early child development, and physical activities to develop coordination and laterality are discussed. Instructional materials, evaluation methods, criteria for pupil selection and time allocation, teaching methods for group and individual instruction, and adaptation of pursuit training to other classroom activities are described for a program of visual motility. An experiment in perceptual training conducted with 24 first grade children which indicated that the experimental children made greater gains in reading is reported; also mentioned are the predictive validity of tests and an examination of 20 readiness workbooks. (RJ)

ABSTRACT 20875

EC 02 0875 ED 028 571
Publ. Date 69 382p.
Otto, Wayne, Ed.; Koenke, Karl, Ed.
Remedial Teaching: Research and Comment.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107.

Descriptors: exceptional child education; remedial instruction; research reviews (publications); underachievers; learning disabilities; dyslexia; tests; student evaluation; teaching methods; case records; reading; handwriting; arithmetic; spelling; written language

Following suggestions by the editors on how to evaluate their selections are 49 articles on research and on programs and procedures in remedial and corrective education. Papers included treat the following topics: problems of underachievement, correlates of learning disability, approaches to the diagnosis of learning problems, approaches to corrective and remedial teaching, the case report, reading, handwriting, arithmetic, spelling, and written expression. (JD)

ABSTRACT 20982

EC 02 0982 ED 033 522
Publ. Date 69 102p.
Tomatis, Alfred
Dyslexia.
EDRS not available
University of Ottawa Press, Ottawa, Ontario, Canada.

Descriptors: exceptional child education; learning disabilities; dyslexia; listening; auditory perception; auditory agnosia; historical reviews; teachers; physicians; psychologists; lateral dominance; auditory training; human posture

It is stated that dyslexia is a disorder of auditory origin. The meaning of dyslexia is divided into the medical and educational aspects of the disease in an attempt to lead the teacher to emphasize hearing in education rather than merely sight. The role of the teacher, doctor, and psychologist in the history of dyslexia is discussed. In dealing with the proposed concept of dyslexia, it is suggested that there is an interaction between audio and phonatory functions and that this function is important in reading. The methods of audio-psycho-phonologic diagnosis are treated along with audio-psycho-phonologic treatment using filtered music, the maternal voice, and electronic auditory equipment. The conclusion reached is that better listening leads to better reading. (JM)

ABSTRACT 21074

EC 02 1074 ED N.A.
Publ. Date Feb 70 7p.
Zedler, Empress Y.
Better Teacher Training--The Solution for Children's Reading Problems.
EDRS not available
Journal of Learning Disabilities; V3 N2 P106-12 Feb 1970

Descriptors: teacher education; reading instruction; program proposals; teacher improvement; learning disabilities; dyslexia; teacher education curriculum

In a 2 year research project, scholastically underachieving pupils were taught by teachers specifically trained and supervised in using unconventional, as well as traditional, methods in the teaching of reading. These experimental subjects made significantly greater gains in academic achievement and mental function than did the control group whose teachers did not have this special training and supervision and used only conventional methods (Zedler, 1968). This paper points out the problems and issues involved in the preparation of teachers of children who are unable to learn to read by conventional methods and procedures; and suggests some possible solutions. (Author)

ABSTRACT 21095

EC 02 1095 ED 028 915
Publ. Date Apr 68 12p.
Schubert, Delwyn G.
Diagnosis in Severe Reading Disability.
EDRS mf,hc
Paper Presented at International Reading Association Conference, Boston, Massachusetts, April 24-27, 1968.

Descriptors: exceptional child education; diagnostic tests; dyslexia; lateral dominance; neurological defects; reading failure; theories; learning disabilities

The relationship between neurological impairment or brain damage and severe reading disability is investigated. Symptoms and causes of neurological impairment are listed, and reading disability theories are discussed. Smith and Carrigan offer a neurochemical explanation of reading disability based on synaptic transmission problems. Orton, Dearborn, and Delacato point to a relationship between reading disability and lateral dominance. However, the paper quickly notes that none of the mentioned theories have been supported by empirical data. Some helpful psychological tests for the identification of neurological defects are listed. It is pointed out that there is no sure way to diagnose neurological causes and that teachers must rely primarily on a pattern of symptoms when making neurological referrals. General labels such as dyslexia and congenital word blindness are seen as confusing the issue and as creating a matter of concern. A bibliography is included. (RT)

ABSTRACT 21099

EC 02 1099 ED 032 130
Publ. Date 65 17p.
Friedman, Fay T.

MBD-An Educational Puzzlement.
D'Youville College, Buffalo, New York
EDRS mf,hc

Descriptors: exceptional child education; dyslexia; educational problems; etiology; learning disabilities; minimally brain injured; motor development; neurologically handicapped; perceptually handicapped

Minimal brain dysfunction (MBD) refers to a significant disturbance in several areas of a child's functioning. This condition includes learning disability, lack of motor coordination, auditory and/or visual perceptual disturbances, hyperactivity, and problems in concentration and attention span. Also involved is a heavy overlay of personality and adjustment problems which lead to behavior difficulties. The cause of this condition is obscure, but several theories prevail. Prenatal development, the perinatal process, and postnatal illness are all factors that may be involved. Hereditary factors may account for a large percentage of cases, as well as sensory and cultural deprivation. Help for the brain damaged child involves giving emotional support, understanding weaknesses and strengths, and psychiatric help or family counseling when advisable. Special classes for MBD youngsters focus on building skills and self-concept so that the children can return to the regular classroom as soon as possible. The teacher of the MBD child must be emotionally stable, well organized, extremely creative and resourceful, and capable of understanding and empathy. (JF)

ABSTRACT 21114

EC 02 1114 ED 026 223
Publ. Date Sep 68 14p.
Flax, Nathan
Visual Function in Dyslexia.
EDRS not available
American Journal of Optometry and Archives of The American Academy of Optometry; V45 N9 P574-87 Sep 1968

Descriptors: exceptional child research; dyslexia; eye hand coordination; eye voice span; retarded readers; vision; visual acuity; visual discrimination; visual perception; learning disabilities; research reviews (publications)

Using published research data, the problem of the seriously retarded reader was examined to determine the role of vision. The most obvious visual factors such as acuity and refractive error did not seem related to the problem. Impairment of visual skills such as fusion and accommodation did seem to contribute to reading difficulty, but such defects were not primary factors in extreme cases of reading disability. Other visual functions such as form perception, visuo-motor control, and the ability to match visual and verbal configurations might be more closely associated with dyslexia. A bibliography is included. (Author/BS)

ABSTRACT 21190

EC 02 1190 ED 028 019
Publ. Date Apr 68 12p.
Edwards, Thomas J.
Lexic-Dyslexic Diagnostic Instruction.
EDRS mf,hc
Paper Presented at International Reading Association Conference, Boston, Massachusetts, Apr 24-27, 1968.

Descriptors: exceptional child education; curriculum evaluation; curriculum planning; diagnostic teaching; dyslexia; elementary school students; individual instruction; reading ability; reading instruction; teaching methods; learning disabilities

Dyslexia is too often a general category for an assortment of reading disabilities. Reading ability might be considered as a continuum ranging from lexia to dyslexia with no implication regarding the cause of the disability. Instead of labeling the child with a reading problem a failure, present teaching techniques should be evaluated on the basis of their effectiveness in individual situations. The initial stages of learning to read comprise a highly complex perceptual learning function that varies from child to child, and current reading tests frequently do not measure these differences. Until better tests are developed, it is the teacher's responsibility to diagnose individual differences in learning styles. A suggested model for classroom diagnosis provides all students with a rich language experience program that allows early identification of quick perceptual learners. The slower learners could then be given special attention through the use of various individualized approaches to the teaching of reading. (BS)

ABSTRACT 21206

EC 02 1206 ED 025 377
Publ. Date Apr 68 41p.
Gold, Lawrence
The Implementation of a Regional Learning Disability Center for the Treatment of Pupils Who Manifest the Dyslexic Syndrome.
EDRS mf,hc
Paper Presented at International Reading Association Conference, Boston, Massachusetts, Apr 24-27, 1968.

Descriptors: exceptional child education; dyslexia; elementary education; evaluation methods; federal programs; reading diagnosis; reading difficulty; regional cooperation; remedial reading; remedial reading clinics; learning disabilities; Gilmore Oral Reading Tests; Metropolitan Achievement Tests

The Learning Disability Center in Binghamton, New York, was established under the 1965 Elementary and Secondary Education Act. Specialized instruction is offered to all children reading 2 or more years below grade level in grades 3 through 6 and 1 year below grade level in grades 1 and 2. At the center, efforts are made to maintain communication with the classroom teachers. A comprehensive diagnostic report is developed and returned to the districts upon the child's entry, and a progress report is compiled every 3 months. The ratio of boys needing help in comparison to girls is eight to one, while 60% of all pupils enrolled in the clinic have repeated at least one school year. Instruction techniques used at the center are eclectic, although there is a tendency to use a linguistic approach. Typewriters, tape recorders, record players, overhead projectors, and the Language Master (Bell and Howell) are used to aid remedial reading instruction. (WL)

ABSTRACT 21222

EC 02 1222 ED 011 493
Publ. Date 19 Nov 66 22p.
Botel, Morton
Methods and Systems for Teaching Dyslexic Pupils.
EDRS mf,hc

Descriptors: exceptional child research; tests; reading; learning disabilities; teaching methods; reading difficulty; reading tests; reading level; reading research; reading achievement; developmental reading; instructional programs; retarded readers; elementary grades; school orientation; special services; dyslexia; Botel Reading Inventory

The reading and spelling performances of pupils attending a program in reading were studied to discover which reading methods or combinations of methods were superior for dyslexics in clinical and classroom situations and which methods were appropriate for dyslexic and normal pupils with minor reading disabilities. The subjects were 722 pupils in grades 2 through 6 in the Pennridge School in Bucks County, Pennsylvania. Semirural, White, middle-class children, with an average intelligence of 106 as measured by a group test in kindergarten or first grade attend the school. Special small-group instruction is provided for the lowest 10 percent of the pupils in the summer. An opportunity class is conducted for slow learners. Tests administered were the Botel Reading Inventory and the reading and spelling tests of the Science Research Associates Battery. Data were analyzed by reading levels, grade equivalent scores, and expected and achieved median scores. The average range was six to seven levels of pupil performance at each grade level. By fifth grade, there were no pupils reading as low as beginning second-reader level. By sixth grade, none were reading as low as beginning third-reader level. The author suggests that dyslexia can be anticipated and minimized within a good developmental reading program. A description of the instructional program, references, and tables are provided. (BK)

ABSTRACT 21293

EC 02 1293 ED 027 956
Publ. Date May 68 16p.
Blom, G. E.
The Need for a Multi-Dimensional Approach to Learning Disabilities. A Multi-Disciplinary Symposium on Dyslexia and Associated Learning Disabilities.
Valparaiso University, Indiana
Grant Foundation, New York, New York
EDRS mf,hc

Descriptors: exceptional child education;

case studies (education); conceptual schemes; interdisciplinary approach; intervention; symposia; learning disabilities; models; psychoeducational clinics; systems approach; systems concepts; theories; dyslexia; Multidimensional Approach

Learning disabilities are described as a result of a variety of disorders, from the biological to the environmental, and the present tendency to seize upon one such disorder and to investigate the learning disability concept in that narrow view only is attacked. It is suggested that a multifactor approach be used and that system concepts and models be developed to understand learning disability as a multidimensional disorder. One problem with such an approach is noted to be the difficulty in effecting a commonality of effort among the many professional disciplines involved in the subject of learning disability. Difficulties cited include conceptualizing multidimensionality, deciding on the approach to use, and applying the multidimensional approach when it is decided upon. On the basis of knowledge gained from an integrated systems approach used at the day care center at the University of Colorado Medical Center in Denver, it is suggested that a coordinated plan to utilize the efforts of the various professional groups be created, and cross-communication be developed between them, in order to establish the integrated approach necessary to the investigation and treatment of multidimensional learning disabilities. (WD)

ABSTRACT 21300

EC 02 1300 ED 028 911
Publ. Date Mar 69 12p.
Lerner, Janet W.
Dyslexia or Reading Disability: A Thorne By Any Name.
EDRS mf,hc
Paper Presented at the Association for Children With Learning Disabilities (Fort Worth, Texas, March 6-8, 1969).

Descriptors: exceptional child education; developmental reading; dyslexia; educational research; historical reviews; medical evaluation; neurological defects; reading difficulty

Through a review of the literature, diverse definitions of the term dyslexia are presented, and the historical development of the term is examined. Two independent strands of thought development, medical and educational, are revealed. It is stated that although medical studies have sought for a common behavior pattern of all dyslexic children and for clear-cut evidence of neurological etiology, conclusive evidence from both a statistical and pathological standpoint is still lacking. Educators are described as rejecting the theory of neurological dysfunction as a sole cause for reading failure, and emphasizing the developmental sequence of reading skills and search for the child's break on the developmental reading pattern. They reportedly see the diagnosis of dyslexia as lacking operationality in that it does not lead to appropriate teaching strategies. It is noted that the medically oriented clinician is likely to focus on the the disabled child and to emphasize individual treatment, while the educator is likely to devote a portion of his time to the developmental reading program of the entire school in seeking preventative measures. The study concludes that a need exists for a pooling of thought and research from both the educational and medical professions. A bibliography is included. (RT)

ABSTRACT 21304

EC 02 1304 ED 031 366
Publ. Date Mar 69 27p.
Shedd, Charles L.
Some Exploratory Studies on the Clinical Management of Dyslexia.
EDRS mf,hc
Paper Presented at the Association for Children With Learning Disabilities Conference (Fort Worth, Texas, March 6-8, 1969).

Descriptors: exceptional child education; teaching methods; reading; clinics; dyslexia; instructional materials; learning disabilities; multisensory learning; tutorial programs; program planning; material development

Problems concerning dyslexia are specified, suggestions for working with dyslexics are made, and a number of programs to serve as models to be improved upon are described. The major problem noted is the development of materials and procedures that can be used effectively with dyslexics. Emphasis is placed on decoding procedures such as reading from left to right, training in letter-sound correspondence, training in sound discrimination and training in blending. It is stated that hearing sounds accurately is important in producing the sounds orally or in writing. Critical ingredients of clinical management of dyslexics pointed out are one-to-one instruction, a multisensory approach, and highly structured material. The beliefs that instructors who carry on the tutorial work do not need to be highly trained, and that there is no need for additional equipment such as machines and special games are presented. No one method is specified; it is recommended that a variety of environmental, emotional, and intellectual situations be employed so that modifications, variations, and alterations can be made whenever necessary. References are included. (RT)

ABSTRACT 21385

EC 02 1385 ED N.A.
Publ. Date Apr 69 5p.
Frostig, Marianne; Orpet, Russel E.
Four Approaches to the Diagnosis of Perceptual Disturbances in Reading Disability.
EDRS not available
British Journal of Disorders of Communication; V4 N1 P41-5 Apr 1969

Descriptors: dyslexia; perception; learning disabilities; perceptually handicapped; etiology; identification; perception tests; visual perception; emotional adjustment; evaluation methods

Four approaches to the diagnosis of perceptual disturbances in reading disability are described as psycho-social, neuropsychological, developmental, and functional. References to the Frostig test and illustrative studies are also included. (RD)

ABSTRACT 21394

EC 02 1394 ED N.A.
Publ. Date Oct 69 5p.
Snyder, Russell D.; Mortimer, Joan
Diagnosis and Treatment: Dyslexia.
EDRS not available
Pediatrics; V44 N4 P601-5 Oct 1969

Descriptors: exceptional child education; dyslexia; reading diagnosis; etiology; individual characteristics; identification; remedial reading

Discussed are the incidence and importance of dyslexia in the United States. Possible etiology is mentioned, and the clinical indications are reviewed. The prognosis and diagnosis of the condition are described as are the therapy suggestions and approaches of individual sessions, remedial reading classes as part of the regular school program, the understanding of the condition by the child himself, his teachers, and parents, and the attempt to maintain the dyslexic in the normal education and cognitive process. (JM)

ABSTRACT 21422

EC 02 1422 ED N.A.
Publ. Date Dec 69 17p.
Adams, Richard B.
Dyslexia: A Discussion of Its Definition.
EDRS not available
Journal of Learning Disabilities; V2 N12 P616-33 Dec 1969
Presented at A Meeting of the Federal Government's Attack on Dyslexia (2nd, August 14, 1967). Excerpts From the Minutes of A Meeting Held in September of 1966 to Discuss A Definition of Dyslexia.

Descriptors: exceptional child education; dyslexia; definitions; reading; semantics

The article discusses various definitions of dyslexia and serves to point out how difficult it is to arrive at a definition that is acceptable to all. (Author)

ABSTRACT 21423

EC 02 1423 ED N.A.
Publ. Date Dec 69 10p.
Silberberg, Norman E.
A Model for Classifying Children According to Reading Level.
EDRS not available
Journal of Learning Disabilities; V2 N12 P634-43 Dec 1969

Descriptors: exceptional child education; grouping (instructional purposes); reading level; reading tests; reading diagnosis; word recognition; reading comprehension; intelligence quotient; learning disabilities; dyslexia

Existing methods for classifying children according to reading level appear to be qualitative, conflicting, and unnecessarily gross. This paper reviews problems of definition leading to failure in proper classification, and presents a case for

consistency in defining dyslexic, hyperlexic, and normal readers. A classification model recognizing that reading expectation should be functionally related to a general measure of academic potential is proposed. Standard regression techniques are employed to develop the method, which can be used with continuous or grouped IQ data. A simplified approximation of the method is also described. (Author)

ABSTRACT 21780

EC 02 1780 ED 035 159
Publ. Date 69 492p.
Wold, Robert M., Ed.
Visual and Perceptual Aspects for the Achieving and Underachieving Child.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place N. E., Seattle, Washington 98105.

Descriptors: exceptional child education; visual perception; perceptually handicapped; learning disabilities; identification; underachievers; interdisciplinary approach; optometrists; dyslexia; eye hand coordination; eye movements; lateral dominance; drug therapy; teaching methods; perception tests; perceptual motor coordination

Twenty-five articles, grouped as either theory, interprofessional coordination and cooperation, or testing and remediation, consider perception and achievement. Discussions of the following topics are included: why children don't read better, the myth or reality of dyslexia, visual development, developmental testing and training, the role of vision in achievement and learning disabilities, dyschriesopia, near binocular performance, dominance, interprofessional relationships, school vision programs, school screening, optometry, the role of the optometrist, and the role of the National Society for Vision and Perception Training. Also considered are the Winter Haven Program and the team approach, eye movements and eye-hand coordination, phrase reading, the perception of phrases, visual memory, the development of directionality and perception, the treatment of strephosymbolia, a perceptual motor program, perceptual training, drug therapy in minimal brain dysfunction, and disability terminology. (RJ)

ABSTRACT 21805

EC 02 1805 ED N.A.
Publ. Date 69 93p.
Waites, Lucius; Cox, Aylett R.
Developmental Language Disability ... Basic Training ... Remedial Language Training ...
Texas Scottish Rite Hospital for Crippled Children, Dallas, Texas
EDRS not available
Educators Publishing Service, Inc., 75 Moulton Street, Cambridge, Massachusetts 02138 ($2.25).

Descriptors: exceptional child education; learning disabilities; dyslexia; perception; language handicapped; instructional materials; reference materials; remedial programs; teacher education

Information on learning disabilities and the programs supported by Scottish Rite are discussed in two parts. Part 1 concerns perceptual-cognitive difficulty and language disability in children, the language research and training program of the Texas Scottish Rite Hospital, medical references, teaching and reference material for language therapists, and references for parents. The philosophy and background of the Scottish Rite programs are given in Part 2, as is a detailed description of a remedial language training program for classroom teachers and language therapists. Other aspects of the program are considered: remedial language training and a preventive program, additional needs of students, therapists, and the community, ultimate goals, and a list of materials developed in the language unit. (RJ)

ABSTRACT 21811

EC 02 1811 ED N.A.
Publ. Date Apr 70 8p.
Michal-Smith, Harold and Others
Dyslexia in Four Siblings.
EDRS not available
Journal of Learning Disabilities; V3 N4 P185-92 Apr 1970

Descriptors: exceptional child research; dyslexia; heredity; siblings; genetics; family influence; individual characteristics; family background; learning disabilities

Examining learning problems in four siblings of middle class background, the article discusses the specific deficits in each child and points up the similarities and differences in their associated characteristics and their individual emotional development. Based on the history, presenting symptoms and outcome, the authors believe that a genetic factor may be causative. (Author)

ABSTRACT 21812

EC 02 1812 ED N.A.
Publ. Date Apr 70 7p.
Rice, Donald
Learning Disabilities: An Investigation in Two Parts.
EDRS not available
Journal of Learning Disabilities; V3 N4 P193-9 Apr 1970

Descriptors: exceptional child education; learning disabilities; educational planning; dyslexia; reading instruction; educational diagnosis

In investigating curriculum and program planning for students with learning disabilities, problems discussed are relating planning specifically to learning disabilities, identifying those students with significant problems, and suggestions for remediating identified problems. Suggestions for solutions include the following: the development of psychoeducational processes, the definition of the basic purpose of education, greater involvement with preschool education by public schools, earlier diagnosis of problems, ungraded classes, testing of teaching techniques, testing initial reading approaches, testing the effectiveness of remedial reading programs, a study of educational timing, and attempting to keep all students as near to the regular classroom situation as possible. (JM)

ABSTRACT 21844

EC 02 1844 ED N.A.
Publ. Date 69 33p.
Ingram, T. T. S.
The Nature of Dyslexia.
EDRS not available
Bulletin of the Orton Society; V19 P18-50 1969
Paper Prepared for the Conference on the Influence of Early Experience on Visual Information Processing (New Paltz, New York, October 27-30, 1968).

Descriptors: definitions; dyslexia; historical reviews; research reviews (publications)

An historical review of definitions of dyslexia traces the appearances in the literature of symptoms and diagnoses, and the various lables attached to them. Topics include the recognition of word blindness, the Edinburgh Study, population surveys, studies of brain damaged children, retrospective versus prospective studies, and dyslexia and speech problems. (RJ)

ABSTRACT 21960

EC 02 1960 ED 036 939
Publ. Date Jan 70 570p.
Harris, Albert J.
How to Increase Reading Ability; A Guide to Developmental and Remedial Methods.
EDRS not available
David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 ($8.50).

Descriptors: reading; reading instruction; teaching methods; reading diagnosis; remedial instruction; reading difficulty; remedial reading; reading readiness; dyslexia; individual needs; group instruction; student evaluation; learning disabilities; word recognition; reading comprehension; reading interests; reading speed

Intended for beginning students concerned with reading instruction as well as for graduate students, reading teachers, or remedial specialists, the text deals with the overall classroom program, methods for evaluating and diagnosing group and individual needs, and developmental and remedial teaching of specific skills. Chapters explore the following subjects: reading and reading disability, readiness, how children start to read, continuing reading growth, meeting individual needs, group instruction, evaluating performance, causes of reading disabilities, principles of remedial reading, developing word recognition skills, overcoming difficulties in word recognition, developing understanding, fostering reading interests and tastes, and improving reading rate. Appendixes include an alphabetical list of tests, a graded list of books for remedial reading, a list of publishers and addresses, and Stone's revision of the Dale List of 769 Easy Words. (RJ)

61 14

ABSTRACT 22069

EC 02 2069 ED 034 669
Publ. Date Apr 69 14p.
Kasdon, Lawrence M.
Causes of Reading Difficulties--Facts and Fiction.
EDRS mf,hc
Paper Presented at the International Reading Association Conference (Kansas City, Missouri, April 30-May 3, 1969).

Descriptors: exceptional child research; dyslexia; interdisciplinary approach; learning difficulties; parent attitudes; reading difficulty; reading failure; reading processes

The disagreement on terminology used to describe reading difficulties and to classify reading underachievers is illustrated. Some of the research findings on physical, intellectual, emotional, and educational factors which cause reading difficulty are described, with emphasis on replying to questions asked by parents and on clarifying some misconceptions held by lay persons and educators. It is emphasized that the causes of reading failure rarely occur in isolation, and therefore the study of the interaction effect of several factors becomes essential. The typical ex post facto studies of learners from 9 to 20 years of age work from effect to find causes. It is suggested that longitudinal studies, particularly when conducted by an interdisciplinary team, would be much more useful in providing accurate information about causes of reading failure. A bibliography is included. (CM)

ABSTRACT 22100

EC 02 2100 ED N.A.
Publ. Date 70 151p.
Anderson, Lauriel E., Ed.
Helping the Adolescent with the Hidden Handicap.
California Association for Neurologically Handicapped Children, Los Angeles
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Raphael, California 94901.

Descriptors: exceptional child education; learning disabilities; neurological defects; medical evaluation; physical education; vocational education; adolescents; educational needs; learning characteristics; juvenile courts; dyslexia; visual learning; academic achievement; cognitive processes

Papers included in the collection discuss identifying characteristics of the neurologically handicapped (NH) adolescent, parental guidelines, the medical needs of NH adolescents, visual training, making physical education helpful, and reversing a negative self-image. Other topics of concern are the learning process for the NH, teaching the high school dyslexic, the assistance the public school can provide, preparation for achievement, vocational rehabilitation cooperation in school, the relationship of the NH child to legal authorities, and the NH adolescent in connection with juvenile law. Articles also deal with the problems of approaching adulthood, some brief case studies of persons with learning disabilities, and a look to the future of education of students with learning disabilities. (JM)

ABSTRACT 22108

EC 02 2108 ED 023 537
Publ. Date Apr 68 8p.
Levine, Jane B.
The University of Pennsylvania Dyslexia Information Center.
EDRS mf,hc
Paper Presented at the International Reading Association Conference (Boston, Massachusetts, April 24-27, 1968).

Descriptors: exceptional child research; learning disabilities; annotated bibliographies; dyslexia; information centers; information dissemination; information sources

A systematic search is necessary in order to pull together a complete bibliography on dyslexia because the literature is divided among several quite different disciplines, notably medicine, education, and psychology. If the results of this search are shared, time will be saved and the general quality of research efforts will improve. The Reading Clinic of the University of Pennsylvania has produced an annotated bibliography which will be published in 1968. The bibliography will contain some 500 articles through 1965 from the entire spectrum of professions dealing with dyslexia and severe reading disabilities and will include articles from domestic and foreign language publications. Most articles have been abstracted and indexed, and a few have have been copied and placed in Reading Clinic files. (Author/BS)

ABSTRACT 22133

EC 02 2133 ED N.A.
Publ. Date Jan 70 8p.
Edelstein, Ruth
Use of Group Processes in Teaching Retarded Readers.
EDRS not available
Reading Teacher; V23 N4 P318-24, 393 Jan 1970

Descriptors: exceptional child education; learning disabilities; group therapy; dyslexia; emotional problems; group dynamics

Observations are discussed which were made in an educational setting which provided an integrated clinical and instructional approach to the problem of teaching students retarded at least 1 1/2 years in reading. The permissive atmosphere of the room is discussed as are the group norms which developed to guide individuals, and group leadership, goals, and cohesiveness. Conclusions drawn are that the provision of goals and acceptable norms is instrumental in creating a climate conducive to academic learning. However the placement of a disturbed child with learning difficulties in a combined therapy and teaching group is considered questionable due to additional elements of uncertainty that this introduces. It is suggested that children be evaluated as to the type of group they would fit in best. (RJ)

ABSTRACT 22134

EC 02 2134 ED N.A.
Publ. Date Jan 70 7p.
Waldman, Marvin
Psychodynamics and Educational Orientation in the Special School.
EDRS not available
Reading Teacher; V23 N4 P325-30, 359 Jan 1970

Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; special schools; teacher role; counseling

Approaches are set forth that could make teaching children with severe reading disabilities more effective. Advantages and disadvantages of special schools are sketched while developmental psychodynamics are discussed as relevant for sensitive teaching. The employment of a psychotherapist is considered to provide crisis intervention with children and consultation with teachers. Teacher awareness or empathy is seen as necessary to employ stratagems for helping children to adjust or learn. Assisting the child to label his feelings is recommended. (RJ)

ABSTRACT 22147

EC 02 2147 ED N.A.
Publ. Date 69 44p.
Slingerland, Beth H. and Others
Meeting the Needs of Dyslexic Children, and Others. Reprint Collection No. 2.
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Rafael, California 94901.

Descriptors: exceptional child education; learning disabilities; dyslexia; vocabulary development; reading instruction; psychomotor skills; auditory discrimination; perceptual motor coordination

Articles focusing on learning disabilities concern meeting needs of dyslexic children, approaches to overcome reading reversals, vocabulary enrichment, basic motor activities, and the use of rhythmic patterning. Making words meaningful, the acquisition of listening skills, the neurological-impress reading technique, inaccurate readers, and perceptual techniques and materials are also discussed. All articles are reprinted from out of print issues of Academic Therapy Quarterly. (RJ)

ABSTRACT 22148

EC 02 2148 ED N.A.
Publ. Date 70 132p.
Johnson, Marjorie Seddon, Ed.; Kress, Roy A., Ed.
Reading Difficulties: Classroom and Clinic. Proceedings of the 1968 Annual Reading Institute (Temple University, Philadelphia, Pennsylvania, Jan 22-26, 1968).
EDRS not available
Department of Psychology, Temple University, Broad Street and Montgomery Avenue, Philadelphia, Pennsylvania 19122 ($4.00).

Descriptors: exceptional child education; dyslexia; learning disabilities; reading

81 15

instruction; identification; language development; cognitive processes; perception; cultural factors; prevention; emotional problems

An attempt to put into perspective the problems involved in mastering reading, the text contains a compilation of papers presented at a reading institute. Topics covered are the following: identifying problem readers in the classroom, factors in reading difficulties, perceptual bases of language learning, perception and reading, the cognitive domain in language learning and reading disability, and experiential/sociological bases for language learning. Also discussed are cultural factors in reading disability, reading disabilities in various countries, prevention and correction, development of a comprehensive preventive program, and emotional influences in learning disability. Flexibility in reading, a new approach to reading for institutionalized delinquents, and reading difficulties are explored. (RJ)

ABSTRACT 22189

EC 02 2189 ED 037 841
Publ. Date 68 25p.
Patterson, Natalie E., Comp.
Multi-Sensory Approach to Reading Disabilities.
Fayette County Public Schools, Lexington, Kentucky, Division of Instructional Services
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; identification; intervention; remedial reading programs; reading difficulties; language arts; resource teachers; remedial reading; motor development; referral; teaching methods; instructional materials; minimally brain injured; dyslexia; emotional problems

Educational diagnostic methods were used to screen children evidencing minimal brain damage, dyslexia, or emotional problems. Of 750 children, 15% had such difficulties; they received a highly structured language arts program in homogeneous transition groups while remaining in their usual homeroom. In addition, they participated in motor training and a rhythm and patterning program. Academic gains resulted in various areas; reading ages increased an average of 1.7. Appendixes, comprising about two-thirds of the document, provide the referral form and an explanation of it along with descriptions of methods and materials used in the three programs. (JD)

ABSTRACT 22246

EC 02 2246 ED N.A.
Publ. Date 66 75p.
Rawson, Margaret B., Ed.
Bulletin of the Orton Society.
Orton Society, Inc., Pomfret, Connecticut
EDRS not available
Bulletin of the Orton Society; V16 P1-74 1966

Descriptors: exceptional child education; learning disabilities; dyslexia; cerebral dominance; predictive measurement; followup studies; speech handicaps

A group of articles on reading problems includes the following: early prediction of reading failure, prediction of dyslexia, and a followup study of dyslexic and nondyslexic boys identified between 1930 and 1947. Also discussed are the problem of cerebral dominance, reading and speech problems as expressions of language disability, and ego identity and the dyslexic child. (RJ)

ABSTRACT 22313

EC 02 2313 ED N.A.
Publ. Date 70 276p.
Durr, William K., Ed.
Reading Difficulties: Diagnosis, Correction, and Remediation. Selected Convention Papers.
International Reading Association, Newark, Delaware
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; conference reports; reading; remedial reading; reading difficulty; reading instruction; reading programs; reading research; informal reading inventory; disadvantaged youth; reading materials; summer programs; reading diagnosis; test validity; teaching methods; dyslexia

Papers selected from a convention of the International Reading Association are presented. Topics of the 28 papers include various factors associated with reading difficulties, informal diagnostic procedures, correction of reading problems in the classroom (including problems of the inner city schools), and remedial programs of the reading specialist. (MS)

ABSTRACT 22320

EC 02 2320 ED N.A.
Publ. Date Nov 69 28p.
Senf, Gerald M.
Development of Immediate Memory for Bisensory Stimuli in Normal Children and Children with Learning Disorders. Developmental Psychology Monograph.
American Psychological Association, Washington, D. C.
EDRS not available
Developmental Psychology Monographs; V1 N6 Part 2 P1-28 Nov 1969

Descriptors: exceptional child research; learning disabilities; dyslexia; memory; aural stimuli; visual stimuli; recall (psychological); thought processes; cognitive processes

To investigate memory and attention differences between retarded and adequate readers, an audiovisual analogue of dichotic listening presented three pairs of simultaneous, discrepant item pairs for free and directed recall. Forty eight boys with reading disabilities and a normal control group were studied. The greatest difference between groups was the weakness of the learning disabled boys to form audiovisual units with which to structure their recall. Analysis suggested that these subjects had two separate storage systems, one for auditory and one for visual stimuli. They preferred auditory stimuli, possibly due to constant failure with reading material. The experimental group also made a disproportionate number of ordering errors; both groups were able to benefit from redundancy. Additional results and interpretations are reported. (RJ)

ABSTRACT 22323

EC 02 2323 ED N.A.
Publ. Date 69 15p.
Kline, Carl L.; Lee, Norma
A Transcultural Study of Dyslexia: Analysis of Reading Disabilities in 425 Chinese Children Simultaneously Learning to Read and Write in English and in Chinese. A Preliminary Report.
EDRS not available
Bulletin of the Orton Society; V19 P67-81 1969

Descriptors: exceptional child research; learning disabilities; dyslexia; Chinese; testing

To study children with specific reading disabilities in English, Chinese, or both, 425 Chinese children attending an English speaking public school and a Chinese language school were subjects. The percentage of disabilities noted in each language and in both languages was below that reported in a majority of North American studies; only 4.7% had a reading disability for English while 8.9% had a disability in Chinese. These percentages increased to 9.1% and 13.3% respectively when the group with disabilities in both languages was added. Additional results are reported. Indications were that the most important factor in learning to read is the teaching method, and that a multisensory phonics approach is less likely to produce reading disability. (RJ)

ABSTRACT 22624

EC 02 2624 ED N.A.
Publ. Date Sep 69 7p.
Harvey, Ann E.; Jones, Joyce C.
Dyslexia Classes in the Public Schools.
EDRS not available
PACEreport; P11-17 Sep 1969

Descriptors: exceptional child education; learning disabilities; dyslexia; educational programs; program development; program evaluation; remedial reading programs

The development of a program for students identified as dyslexic is described in terms of objectives, organization, and operation. The establishment of two special classes, the use of volunteers as teacher aids, an inservice training course held in the summer, and the addition of programs in nearby counties are discussed. After 320 hours of reading instruction, the original two classes were retested; the younger group showed an average 1.9 grade increase while the older children increased an average of 2.4 grade levels. Evaluation of all programs indicated that program goals are being met. (RJ)

ABSTRACT 22625

EC 02 2625 ED N.A.
Publ. Date Nov 69 11p.

Jackson, M. S.
The Visuo-Thematic Approach to the Teaching of Reading and Language to Backward Readers.
EDRS not available
Slow Learning Child; V16 N3 P172-82 Nov 1969

Descriptors: exceptional child education; teaching methods; reading difficulty; dyslexia; case studies (education); reading

Presented is the visuo-thematic approach to reading which uses a visual stimulus to generate discussion and a story. The thesis that a child obtains meaning from a printed page to the extent that he puts meaning into it is explained. A case of chronic dyslexia is used in illustration and case findings are described. (MS)

ABSTRACT 22643

EC 02 2643 ED N.A.
Publ. Date 69 4p.
Solomon, Neil
Children with Learning Difficulties.
EDRS not available
Journal of the Association for the Study of Perception; V4 N2 P26-9 Fall 1969

Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; perceptual motor coordination

Problems posed by non-readers are discussed with a focus on getting the child to change his attitude toward the process of reading rather than concentrating on mechanical skills alone. Suggestions include developing a trusting relationship, avoidance of haphazard perceptual-motor training, use of materials other than books, emphasizing the positive, and placing quality before quantity. (RJ)

ABSTRACT 22845

EC 02 2845 ED N.A.
Publ. Date 65 97p.
Root, Jane H., Comp., and Ed.
Diagnostic Teaching: Methods and Materials.
Syracuse University, New York, School of Education
EDRS not available
Syracuse University Press, Box 87, University Station, Syracuse, New York 13210 ($1.50).

Descriptors: exceptional child education; reading; teaching methods; grouping (instructional purposes); reading instruction; reading diagnosis; dyslexia; college students; remedial reading; thought processes; study skills; diagnostic teaching

Papers selected from the Sixth Annual Reading Conference of Syracuse University suggest ways to make the teaching of reading more precise and more successful. Individual speaker's topics include a discussion of diagnostic teaching in the primary grades, a review of diagnostic teaching in the junior high school, methods for teacher diagnosis of reading problems in grades K-12, the consequences of what has been learned yesterday and how it influences today's teaching, and a discussion of differential diagnosis in children with reading retardation. Other speakers cover the following subjects: ideas on the exploration of new frontiers through new materials in reading, skills used in reading for information in social studies materials, characteristics of good reading programs, case study presentations and their implication for remedial reading, college student reading and study skill problems and how they can best be resolved, and the role of language in thinking. (LE)

ABSTRACT 22960

EC 02 2960 ED N.A.
Publ. Date 67 96p.
Zedler, Empress Y.
Research Conference on the Problem of Dyslexia and Related Disorders in Public Schools of the United States (San Marcos, Texas, May 15-16, 1967).
Southwest Texas State College, San Marcos
Office of Education (DHEW), Washington, D. C.
EDRS not available
OEG-4-7-08270-2684
Southwest Texas State College, San Marcos, Texas.

Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; conference reports; educational needs; research needs; teacher education; educational diagnosis; special education

A conference on dyslexia and related learning disorders, considering facilities, programs, and needs, was held at Southwest Texas State College on May 15 and 16, 1967, with 25 participants representing key professions and relevant interest groups, and 10 observers representing federal agencies. With respect to dyslexia and related learning disabilities the conferees addressed themselves to the four areas of research, diagnosis and evaluation, teacher preparation, and corrective education. The executive committee endorsed the reports of the four working groups and recommended that a commission of non-federal specialists be appointed at the highest possible national level to examine the problem area in detail, make recommendations concerning the need for a continuing national program to deal with the problem, and develop, if indicated, guidelines for establishing such a program. Reports of the four working groups and the executive committee are presented. Participants and observers are listed. Appendixes include the research proposal, the agenda, correspondence, results of a mail survey, and results of a survey conducted for the executive committee of the conference. (Author)

ABSTRACT 23080

EC 02 3080 ED N.A.
Publ. Date Jul 70 6p.
McClurg, William H.
Dyslexia: Early Identification and Treatment in the Schools.
EDRS not available
Journal of Learning Disabilities; V3 N7 P372-7 Jul 1970

Descriptors: exceptional child education; dyslexia; diagnostic teaching; identification; remedial programs; learning disabilities; reading difficulty

With the abundance of information and materials now available, it is noted that elementary schools can ill afford to be without programs designed for the early identification and treatment of dyslexia and related reading problems. Although such programs require interdisciplinary teamwork, a major role is cited to be the alert teacher who spots the symptoms and can help create and initiate treatment procedures. The paper discusses behavioral symptoms, diagnostic tests, and programs for prevention and remediation of dyslexia. Careful consideration of these aspects of the problem will help classroom teachers in working with dyslexic children. (Author)

ABSTRACT 23537

EC 02 3537 ED 042 272
Publ. Date 68 16p.
Boder, Elena
Developmental Dyslexia: A Diagnostic Screening Procedure on Three Characteristic Patterns of Reading and Spelling. A Preliminary Report.
Claremont University Center, California
EDRS not available
C.A.N.H.C., Literature Distribution Center, P. O. Box 790, Lomita, California 90717.
Reprinted From Claremont Reading Conference, 32nd Yearbook, 1968.

Descriptors: exceptional child education; dyslexia; diagnostic tests; screening tests; identification tests; learning disabilities; reading difficulty; spelling; visual perception; auditory perception; learning difficulties; remedial reading; word recognition; reading skills

A diagnostic screening procedure for developmental dyslexia which analyzes how a child reads and writes rather than at what level, is outlined. Briefly, the test entails a presentation of a word list at each reading level to determine the child's sight vocabulary and his ability to employ word-attack skills. Following the administration of the word recognition test, the child is screened for atypical spelling patterns and given a paragraph to read from a textbook to ascertain his ability to read in context and his reading comprehension. On the basis of the distinctive reading-spelling patterns the test reveals, three correlated groups of dyslexic children have been delineated. Children in each group typically have a deficit in the ability to auditorize, a deficit in the ability to visualize or a deficit in both ability to auditorize and ability to visualize. Implications for remediation for each group are provided and diagnostic criteria are reviewed. (WW)

AUTHOR INDEX

Adams, Richard B 21422.
Anderson, Lauriel E, Ed 22100.
Arena, John I, Ed 20721.
Ashlock, Patrick 20827.
Bannatyne, Alex 10954.
Barsch, Ray H 10480.
Blom, G E 21293.
Boder, Elena 23537.
Bond, Guy L 20249.
Botel, Morton 21222.
Bryant, N Dale 10480.
Clemmens, Raymond L 11011.
Cohn, Jack 20714.
Cohn, Stella M 20714.
Connolly, Christopher 20390.
Cox, Aylett R 21805.
Critchley, Macdonald 10414.
Dechant, Emerald 11984.
Donnell, Patrick A 11796.
Drake, Charles 11591.
Durr, William K, Ed 22313.
Edelstein, Ruth 22133.
Edgington, Ruth and Others 10521.
Edwards, Thomas J 21190.
Eisenson, Jon 11796.
Ellingson, Careth 10250.
Flax, Nathan 21114.
Friedman, Fay T 21099.
Friedman, Nathan 10987.
Frostig, Marianne 21385.
Gillingham, Anna 20709.
Gold, Lawrence 11979, 21206.
Golden, Nancy E 11799.
Harris, Albert J 21960.
Harvey, Ann E 22624.
Heckelman, R G 20770.
Ingram, T T S 21844.
Jackson, M S 22625.
John, John 20691.
Johnson, Doris J 10505.
Johnson, Marjorie Seddon, Ed 22148.
Jones, Joyce 20694, 22624.
Kasdon, Lawrence M 22069.
Kline, Carl L 22323.
Koenke, Karl, Ed 20875.
Kress, Roy A, Ed 22148.
Lee, Norma 22323.
Lerner, Janet W 21300.
Levine, Jane B 22108.
McClurg, William H 23080.
McLeod, John 10957, 20133.
Michal-Smith, Harold and Others 21811.
Money, John 10955.
Money, John, Ed 10669, 11588.
Mortimer, Joan 21394.
Mulligan, William 20373.
Myklebust, Helmer R 10505.
Natchez, Gladys 11870.
Natchez, Gladys, Ed 10542.
Orpet, Russel E 21385.
Otto, W[illegible]e, Ed 20875.
Patterson, Natalie E, Comp 22189.
Pitman, Sir James 20691.
Rawson, Margaret B 10515.
Rawson, Margaret B, Ed 22246.
Rice, Donald 21812.
Robbins, Richard C and Others 11963.
Robinson, Helen M and Others 20650.
Root, Jane H, Comp, and Ed 22845.
Roswell, Florence 11870.
Schiffman, Gilbert 11011.
Schiffman, Gilbert, Ed 10669.
Schmitt, Earl P 10606.
Schnall, Melvyn 11591.
Schubert, Delwyn G 21095.
Senf, Gerald M 22320.
Shedd, Charles L 21304.
Silberberg, Norman E 21423.
Simpson, Dorothy M 20860.
Slingerland, Beth H and Others 22147.
Smith, Bert Kruger 11384.
Smith, Carl B and Others 20831.
Snyder, Russell D 21394.
Solomon, Neil 22643.
Spache, George D, Ed 20471.
Steiner, Sharon R 11799.
Stillman, Bessie W 20709.
Strang, Ruth 20240.
Swanson, William L 11586.
Tinker, Miles A 20249.
Tomatis, Alfred 20982.
Waites, Lucius 21805.
Waldman, Marvin 22134.
Wilson, Robert M 20407.
Wold, Robert M, Ed 21780.
Zedler, Empress Y 21074, 22960.

SUBJECT INDEX

Academic Achievement 11963, 22100.
Achievement 10515, 11011, 11591.
Adjustment (To Environment) 20249, 20390.
Administration 20827.
Administrator Role 20407.
Adolescents 10414, 22100.
Adults 10414.
Age Differences 11796.
Alphabets 20691.
Annotated Bibliographies 22108.
Anomalies 10955.
Aphasia 11384.
Audiovisual Instruction 10987.
Auditory Agnosia 20982.
Auditory Perception 10505, 10957, 11799, 20133, 20650, 20709, 20982, 22147, 23537.
Auditory Training 10521, 11963, 20982.
Auditory Visual Tests 11586.
Aural Stimuli 22320.
Aurally Handicapped 11588.
Behavior 10250.
Behavior Change 10987.
Behavior Patterns 20390.
Behavior Rating Scales 11963.
Behavior Theories 10669.
Bibliographies 20827.
Botel Reading Inventory 21222.
California 11963.
Case Studies (Education) 10250, 10669, 11384, 11870, 20240, 20249, 20709, 21293, 22625.
Child Rearing 11384.
Chinese Americans 22323.
Classification 10480.
Classroom Environment 20831.
Classroom Observation Techniques 20240.
Clinical Diagnosis 10250, 10414, 10480, 10542, 11384, 11[illegible]6, 11979, 11984, 20062, 20407, 204[illegible]1.
Clinics 11384, 213[illegible]4.
Cognitive Processes 11591, 22100, 22148, 22320.
College Students 22845.
Communication (Thought Transfer) 10954.
Concept Formation 11588.
Conceptual Schemes 21293.
Conference Reports 10954-10955, 10957, 21293, 22313, 22960.
Counseling 22134.
Cultural Factors 22148.
Curriculum Development 21190.
Curriculum Evaluation 21190.
Delinquency 20373.
Demonstration Projects 10987.
Developmental Reading 11011, 21222, 21300.
Diagnostic Teaching 10480, 20240, 20721, 21190 22845, 23080.
Diagnostic Tests 10250, 20240, 20249, 21095, 23537.
Directories 10250.
Disadvantaged Youth 22313.
Discrimination Learning 11588.
Doman Delacato Method 11796, 20062.
Drug Therapy 21780.
Educational Diagnosis 10414, 11870, 20407, 20831, 21812, 22960.
Educational Facilities 11979.
Educational Needs 11263, 11384, 20373, 22100, 22960.
Educational Objectives 10250, 10505.
Educational Planning 10505, 11384, 21812.
Educational Programs 10480, 11384, 22624.
Educational Therapy 20827.
Elementary Education 21206, 21222.
Elementary School Students 11011, 21190.
Emotional Adjustment 20390, 21385.
Emotional Problems 10954, 11588, 22133, 22148, 22189.
Emotionally Disturbed 11263, 11588.
Epilepsy 11263.
Etiology 10414, 10542, 10954, 11870, 20249, 20373, 21099, 21385, 21394.
Evaluation Methods 20062, 20240, 20860, 21206, 21385.
Exceptional Child Education 10250, 10414, 10480, 10505, 10521, 10542, 10669, 10954-10955, 11263, 11588, 11870, 11979, 11984, 20062, 20240,

20249, 20407, 20691, 20709, 20714, 20721, 20827, 20831, 20860, 20875, 20982, 21095, 21099, 21190, 21206, 21293, 21300, 21304, 21394, 21422-21423, 21780, 21805, 21812, 22100, 22133-22134, 22147-22148, 22246, 22313, 22624-22625, 22643, 22845, 22960, 23080, 23537.
Exceptional Child Research 10515, 10606, 10957, 10987, 11011, 11591, 11796, 11799, 11963, 20133, 20373, 20390, 20471, 20650, 20694, 20770, 21114, 21222, 21300, 21811, 22069, 22108, 22189, 22320, 22323.
Exceptional Child Services 11384, 11586.
Experimental Psychology 10669.
Eye Hand Coordination 10521, 11586, 21114, 21780.
Eye Movements 10987, 11586, 20062, 20860, 21780.
Eye Voice Span 21114.
Family Characteristics 10250, 21811.
Family Influence 21811.
Family Problems 11384.
Family (Sociological Unit) 10515.
Federal Aid 21206.
Followup Studies 10515, 11011, 22246.
Games 20721.
Genetics 10954, 21811.
Gifted 10515.
Gilmore Oral Reading Tests 21206.
Group Dynamics 22133.
Group Therapy 22133.
Grouping (Instructional Purposes) 21423, 21960, 22845.
Handwriting 20709, 20721, 20875.
Heredity 10515, 10954-10955, 21811.
Historical Reviews 20827, 20982, 21300, 21844.
Human Posture 20982.
Hyperactivity 11263.
Identification 10515, 10542, 10957, 11588, 11799, 11870, 11979, 11984, 20407, 20471, 20714, 21385, 21394, 21780, 22148, 22189, 23080, 23537.
Imitation 20770.
Incidence 10414.
Individual Characteristics 11979, 20373, 20407, 21394, 21811, 21960.
Individual Differences 20249.
Individualized Instruction 11979, 11984, 20249, 20694, 20831, 21190.
Informal Reading Inventory 22313.
Information Centers 22108.
Information Dissemination 22108.
Initial Teaching Alphabet 10669, 20691, 20721.
Inservice Teacher Education 11963, 20831.
Instructional Materials 10521, 11263, 11870, 11984, 20407, 20714, 20827, 20831, 20860, 21304, 21805, 22189.
Intelligence 10515, 20650.
Intelligence Level 11591.
Intelligence Quotient 21423.
Intelligence Tests 10250, 20827.
Interdisciplinary Approach 11979, 20714, 21293, 21780, 22069.
Intervention 21293, 22189.
Interviews 20240.
Juvenile Courts 22100.
Kindergarten Children 20062.
Kinesthetic Methods 10669.
Kinesthetic Perception 10521, 20721.
Language Ability 20650, 20691.
Language Arts 11263, 20709, 22189.
Language Development 11263, 22148.
Language Handicapped 21805.
Language Handicaps 10669.
Language Skills 11979, 20691.
Lateral Dominance 10669, 10954-10955, 11586, 11588, 11796, 20062, 20471, 20860, 20982, 21095, 21780, 22246.
Learning Characteristics 11591, 22100.
Learning Difficulties 22069, 23537.
Learning Processes 10505, 20650.
Learning Theories 10480, 10542.
Legislation 11384.
Linguistics 10669, 20721, 21422.
Listening 20982.
Material Development 21304.
Mathematics 10505, 11263, 20875.
Medical Evaluation 10414, 21300, 22100.
Memory 10954, 22320.
Mental Retardation 11263.
Metropolitan Achievement Tests 21206.
Minimally Brain Injured 10250, 10505, 11384, 21099, 22189.
Models 21293.
Morphology (Languages) 10669.
Motivation 10542.
Motor Development 11586, 11963, 21099, 22189.
Multisensory Learning 11011, 21293, 21304.
Music 11591.
Neurological Defects 10542, 10954, 21095, 21300, 22100.
Neurologically Handicapped 10250, 10505, 10955, 11263, 11384, 11588, 20062, 20471, 21099.
Neurology 10414, 10954, 11263, 20062.
Nonprofessional Personnel 20694.
Nonverbal Learning 10505.
Nucleation 11588.
Optometrists 10606, 21780.
Oral Reading 20240, 20770.
Orientation 21222.
Parent Attitudes 22069.
Parent Child Relationship 10954, 11384.
Parent Role 20407.
Parent Teacher Conferences 20721.
Perception 10955, 10957, 11011, 11263, 11384, 20471, 20860, 21385, 21805, 22148.
Perception Tests 11586, 20062, 20827, 21385, 21780.
Perceptual Development 10480.
Perceptual Motor Coordination 10515, 10669, 11263, 11586, 11796, 20471, 20860, 21780, 22147, 22643.
Perceptual Motor Learning 11011, 11588, 20471.
Perceptually Handicapped 10250, 10505, 10669, 10955, 11586, 20373, 20709, 21099, 21385, 21780.
Personality 20650.
Personality Theories 10542.
Personnel Policy 20831.
Phonetics 20709, 20721.
Phonics 10521, 10669, 20709, 20721.
Physical Education 22100.
Physical Fitness 20249.
Physicians 20982.
Predictive Measurement 22246.
Prevention 11984, 22148.
Primary Grades 10957.
Professional Occupations 10515.
Professional Personnel 20407, 20714.
Program Descriptions 21222.
Program Development 22624.
Program Evaluation 11963, 11979, 20714, 22624.
Program Planning 11979, 11984, 20714, 20827, 21304.
Program Proposals 21074.
Psychoeducational Clinics 21293.
Psychoeducational Processes 10480, 10542, 20471.
Psycholinguistics 10957, 11591, 20133.
Psychologists 20982.
Psychomotor Skills 20860, 22147.
Psychotherapy 11870.
Readiness (Mental) 10505.
Reading 10250, 10414, 10521, 10542, 10606, 10669, 10954-10955, 10957, 11011, 11588, 11591, 11870, 11984, 20062, 20133, 20240, 20249, 20407, 20471, 20650, 20691, 20709, 20714, 20831, 20860, 20875, 21222, 21304, 21422, 21960, 22313, 22625, 22845.
Reading Ability 10515, 10669, 11011, 11588, 11591, 11796, 20694, 21190, 21222, 21423.
Reading Clinics 11979, 20714, 21206.
Reading Comprehension 11870, 20249, 20407, 21423, 21960.
Reading Diagnosis 11588, 20240, 20249, 20714, 21206, 21394, 21423, 21960, 22313, 22845.
Reading Difficulty 10250, 10414, 10606, 11011, 11588, 11799, 11979, 11984, 20249, 20471, 20650, 20691, 20831, 21095, 21206, 21222, 21300, 21960, 22069, 22189, 22313, 22625, 22960, 23080, 23537.
Reading Instruction 10987, 11011, 11870, 11984, 20240, 20249, 20694, 20770, 20827, 20831, 21074, 21190, 21812, 21960, 22147-22148, 22313, 22845.
Reading Interests 20240, 20650, 21960.
Reading Materials 11870, 22313.
Reading Readiness 11588, 20860, 21960.
Reading Research 11011, 21222, 22313.
Reading Skills 10542, 11591, 11870, 20240, 20691, 22069, 23537.
Reading Speed 20249, 21960.
Reading Tests 10957, 20240, 20249, 20827, 20831, 21222, 21423.
Recall (Psychological) 22320.
Records (Forms) 20714, 20875.
Reference Books 20709, 21805.
Referral 22189.
Regional Programs 21206.
Remedial Instruction 10250, 10480, 10505, 10669, 20249, 20471, 20691, 20709, 20721, 20875, 21960.
Remedial Programs 10669, 10987, 11963, 20062, 20694, 21805, 23080.
Remedial Reading 11011, 11591, 11870, 11963, 11984, 20240, 20407, 20827, 20831, 21206, 21394, 21960, 22189, 22313, 22845, 23537.
Remedial Reading Programs 11591, 11979, 11984, 20471, 20714, 20770, 22189, 22624.
Remedial Teachers 20714, 20831.
Research Needs 20691, 22960.
Research Reviews (Publications) 10542, 10606, 20471, 20650, 20691, 20875, 21114, 21844.
Resource Guides 10542.
Resource Teachers 22189.
Retarded Readers 10987, 11963, 21114, 21222.
School Visitation 11963.
Screening Tests 23537.
Secondary School Students 11011.
Self Concept 11384.
Sensory Integration 20860.
Sensory Training 10987, 20721.
Services 21222.
Sex Differences 20650.
Siblings 21011.

Socioeconomic Influences 10542.
Space Orientation 10987.
Special Classes 10250, 10480, 11011, 20407.
Special Schools 11384, 22134.
Speech Handicapped 11588.
Speech Handicaps 22246.
Speech Skills 20133.
Spelling 10515, 10521, 10669, 20691, 20709, 20721, 20875, 23537.
Stereopsis 10987, 11586.
Strephosymbolia 11586.
Student Attitudes 11963.
Student Evaluation 11963, 20373, 20831, 20875, 21960.
Student Teacher Relationship 11384.
Study Habits 22845.
Summer Programs 11591, 22313.
Systems Approach 21293.
Tactual Visual Tests 11586.
Taxonomy 10954.
Teacher Attitudes 20691.
Teacher Education 21074, 21805, 22960.
Teacher Role 20240, 20407, 20714, 20770, 22134.
Teachers 20982.
Teaching Guides 20709.
Teaching Methods 10250, 10414, 10480, 10505, 10521, 10542, 10669, 11263, 11870, 11963, 11979, 11984, 20062, 20240, 20249, 20407, 20691, 20709, 20714, 20721, 20770, 20827, 20831, 20860, 20875, 21190, 21222, 21304, 21780, 21960, 22134, 22189, 22313, 22625, 22643, 22845.
Test Validity 10957, 22313.
Testing 10250, 10954, 10957, 11799, 11963, 11984, 20407, 20694, 20827, 20831, 20860, 21222, 22323.
Theories 21095, 21293.
Thought Processes 22320, 22845.
Tracking 10987.
Turners Syndrome 10955.
Tutoring 11979, 20831, 21304.
Underachievers 10515, 11870, 20875, 21780.
Verbal Ability 20133.
Vision 21114.
Vision Tests 11586.
Visual Acuity 10987, 11586, 21114.
Visual Learning 22100.
Visual Perception 10414, 10505, 10606, 10957, 11011, 11586, 11799, 11963, 20062, 20133, 20471, 20650, 20709, 20721, 20860, 21114, 21385, 21780, 23537.
Visual Stimuli 22320.
Visually Handicapped 10606, 10987, 11586, 11588.
Vocabulary 10414, 20407, 20650.
Vocabulary Development 11870, 22147.
Vocational Education 22100.
Word Recognition 11870, 20249, 21423, 21960, 23537.
Writing Skills 10521, 20709.
Written Language 10505, 20875.

ED 20